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ABSTRACT

The reading and listening program described in this Montgomery County, Maryland, curriculum guide is based on sets of instructional and performance objectives for each grade level from kindergarten to eighth grade. Within each grade level set, the guide organizes the objectives into major categories that represent important areas of instruction: (1) prereading (kindergarten and first grade), (2) phonics-decoding/structural analysis/sight vocabulary (grades one through eight), (3) language experience (kindergarten through grade two), and (4) comprehension (kindergarten through grade eight). The objectives are organized in a developmental sequence according to instructional goals indicating the purpose of instruction and performance goals specifying what students ought to be able to do to demonstrate progress toward attaining the objectives. (FL)

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PROGRAM OF STUDIES

ENGLISH LANGUAGE ARTS
K-8
PART I: READING AND LISTENING

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Montgomery County Public Schools
Rockville, Maryland

1982

CS 209609

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Rockville, Maryland

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/ner] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- ***To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities***
- ***To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program***
- ***To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community***
- ***To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals***
- ***To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community***
- ***To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens***
- ***To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars***

POINT OF VIEW

Language and Language Learning

Language and language learning are all-pervasive in the lives of children. Children come to school having, by and large, already accomplished the single most complex and profound learning experience of their lives — learning to speak their native language. Like the rest of us, school-age children build on what they already know. Language learning in school is based upon, and must extend, children's understanding of and experience with language.

Children learn from the beginning that language conveys meaning. They use it to communicate and to make sense of the world and their experiences in it.

As they communicate, children engage actively in the search for meaning. Meaning is constructed by the reader and the listener no less than by the writer and the speaker. Language learning is inherently a cognitive process; therefore, language skills are inherently thinking skills.

Children pass through stages in acquiring competence with language and in developing critical thinking skills. Teachers must recognize these developmental stages to help children advance to higher levels. School-age children build on their preschool and out-of-school language learning experience. They expand and refine their understanding of the meaningful relationships among words, concepts, and the world represented by these words and concepts. The ability of children and adolescents to understand and produce longer and more complex sentences and messages increases progressively. They learn to use their developing language to think, to generate new ideas from old experience, and then, often with assistance from the adults around them, to think critically about their experience.

The language and thinking abilities of children and adolescents develop naturally, stimulated by instruction. Language education needs to be developed in concert with the natural language learning that is so successful in the lives of children. Language educators need to build bridges between what children already know about language and thinking and what they are taught in school. Language educators need to help children and adolescents extend their native thinking abilities through language so that they can make valid inferences, predict accurately, form and test hypotheses, solve problems, and evaluate their experience in the world.

Purposes of Language Instruction

The primary purpose of language instruction is to develop student ability to communicate intentionally and meaningfully in a growing range of situations. Language instruction should contribute continuously to this ability. No skill is more basic to language learning than the ability to get meaning from a message, to understand in the fullest sense of the term, including the ability to interpret and evaluate. Every instructional objective, task, and activity needs to be evaluated by the following criterion: does successful performance in this objective, task, or activity contribute to the student's ability to understand or to be understood?

Helping students develop communicative competence suggests a second instructional purpose: to develop student ability to understand and produce coherent discourse — oral and written communication.

Since discourse varies widely in structure and purpose, students need instruction in a variety of forms of discourse at every grade level. To promote language development and communicative

competence, the books and materials used for instruction in reading and listening should be rich in language development potential and high in interest for students. Literature should be used in reading and listening programs wherever appropriate; students learn to understand by using the best and most interesting texts available.

The purposes discussed above should promote a variety of outcomes for students. Except for Items 11 and 12 immediately below, which assume competencies that students may not have in kindergarten or first grade, these outcomes should be valued and promoted in every grade, beginning in kindergarten. Students should:

1. Feel confident in their ability to make sense of discourse
2. Persist in trying to make sense of unfamiliar discourse
3. Use relevant background knowledge and experience to construct meaning
4. Use appropriate strategies for constructing meaning
5. Integrate information from various sources when constructing meaning
6. Increase time spent thinking about and discussing discourse
7. Increase understanding of different types and forms of discourse
8. Express understanding in a variety of productive activities
9. Produce discourse appropriate to a variety of purposes
10. Increase interest and participation in communicating through reading, writing, speaking, and listening
11. Increase time spent reading and writing
12. Increase amount of discourse read and written

Characteristics of Language Instruction

To develop a student's ability to use language effectively to the fullest extent possible:

1. Reading and listening instruction should be integrated, whenever possible, with instruction in writing and speaking.
2. Language instruction should also be integrated, whenever possible, with instruction in content subjects and with other aesthetic arts.
3. Language instruction should encourage the use of relevant background knowledge and experience in reading, writing, speaking, and listening; establish purposes for reading, writing, speaking, and listening; emphasize whole discourse and the contexts in which it is understood or created; and develop the active role of the language learner in constructing meaning.
4. Language instruction should encompass and be appropriate to a variety of types and forms of discourse at every grade level; literature for children and adolescents should be used for reading and listening instruction whenever appropriate; instruction should encourage the use of the media center as a course of books for book reports and independent reading.
5. Instruction should provide students with a rich variety of activities to develop the experience needed to use language effectively.
6. Questioning strategies should promote thought and discussion in small group and whole class settings.
7. Instruction in phonics-decoding should help students decipher unfamiliar words by integrating clues derived from their background knowledge and the semantic and syntactic context as well as clues derived from sound/letter relationships and word structure
8. Instruction should focus as often as possible on related clusters of performance objectives rather than addressing objectives one at a time
9. Instruction should not only teach students the basic skills of reading, writing, speaking, and listening, including vocabulary development and study skills, but should also encourage them to use their skills in critical thinking and discovery activities.

10. Instructional grouping should be flexible and should feature both heterogeneous and homogeneous whole-class and small-group instruction when appropriate.
11. Instruction should provide students with opportunities to demonstrate competence in a variety of tasks, activities, and situations over an appropriate period of time, both in class and as homework.
12. Evaluation of student competence should attend to the full range of student performance in classroom activities, on homework assignments, on regular classroom quizzes and tests, on criterion-referenced tests, and on standardized tests; and grading and reporting practices should conform to MCPS policy.

DESCRIPTION OF THE READING AND LISTENING PROGRAM

Organization of Objectives

The K-8 reading and listening program is based on sets of instructional and performance objectives for each grade level. Within each grade level set, the objectives are organized in major categories that represent important areas of instruction. The major categories are Prereading (K-1), Phonics-Decoding/Structural Analysis/Sight Vocabulary (1-8), Language Experience (K-2), and Comprehension (K-8). Not all categories occur at each grade level. Grade 5, for example, includes only two categories: Structural Analysis and Comprehension.

The Prereading and Phonics-Decoding/Structural Analysis/Sight Vocabularly objectives are placed first in each grade level set for ease of access. However, instruction in these objectives should be integrated with instruction in Comprehension whenever appropriate.

The objectives are organized in a developmental sequence. Each grade level set reflects language and cognitive competencies appropriate for instructional emphasis at that grade level. The objectives become progressively more complex by grade level so that students are constantly building on and extending previously acquired competencies. The developmental organization also permits students to move at their own rates through the K-8 program. The objectives are designed to meet the needs of students across a wide spectrum of abilities.

Within each of the major categories (e.g., Comprehension), the objectives are organized into instructional and performance objectives. The instructional objectives indicate the goal of instruction, and the performance objectives indicate what students ought to be able to do to demonstrate progress toward attaining the instructional objective. In order to ensure a comprehensive reading and listening program, both instructional and performance objectives are prescribed.

Organization of Comprehension Objectives

Within each grade level set of objectives, Comprehension is the major category in terms of the number of objectives. The Comprehension objectives are organized by type and form of discourse students are taught to understand at each grade level. The four general types of discourse emphasized in Grades K-8 are narration (stories), exposition (information or explanation), persuasion, and procedure (a set of directions). All forms of discourse mandated by the Maryland State Department of Education (MSDE) are covered. Objectives for dramatic and lyric discourse will be added in the future.

Within each general type of discourse (e.g., narration), specific forms (e.g., fables) are identified for instructional emphasis at different grade levels to ensure that students receive instruction in a comprehensive variety of discourse in their K-8 program. These forms are represented in the chart

entitled "Required Forms for Instruction in Reading and Listening" on page 7. For each shaded square on the chart, there are objectives for the specified form at the identified grade level.

Textbooks and Instructional Materials

Several sources may be used to teach the required types and forms of discourse. Basal readers, available in all MCPS schools, are used to implement the reading and listening program. It is feasible to use basal readers in a number of ways in this curriculum. It is preferable for a student within a school to use the same basal reader series to ensure continuity of vocabulary and skill development. Other books in the Elementary and Secondary Textbook Lists are also used. Annotated bibliographies are available to help build media center collections to support the instructional program by making a wide variety of appropriate materials available for student selection.

Instructional units have been written on tradebooks approved as textbooks which are especially appropriate for teaching reading and listening comprehension. These books are described on the Core Book Lists. Brief annotations and the latest purchasing information are given for each title. Sample instructional units have also been written on selections from basal readers and other widely used textbooks. The K-8 reading and listening program thus provides both for countywide consistency in reading and listening instruction and for the effective use of existing textbooks.

Assessment

In addition to state-mandated tests, there are four principal ways of evaluating student progress in the reading and listening curriculum. First, teachers informally observe student performance during instruction. Second, teachers are provided with observational checklists and explicit criteria for evaluating student performance at each grade level. Third, criterion-referenced reading comprehension tests in narration are available for Grades 1-8. Criterion-referenced reading comprehension tests in exposition will be available in the fall of 1982. Finally, classroom tests are available to accompany the instructional units for the novel at Grades 4-8.

GENERAL INFORMATION

The objectives of the reading and listening program are compatible with the philosophy and goals of the MCPS Goals of Education. They are specifically aligned with the goals of Academic Skills but are no less supportive of the goals for Intellectual Development, the Individual and Society, Scientific Understanding, Aesthetic Expression, and Career Development. Reading and listening truly pervade the entire school program. In addition, like other programs within the MCPS curriculum, the reading and listening program is designed to develop in students positive attitudes toward justice, toward human dignity, toward equal opportunity, and toward pluralism. This goal governs the selection of skills, content, and instructional materials.

On May 25, 1977, the Maryland State Board of Education adopted Bylaw 13.03.03.06, Minimum Reading Levels. The Bylaw requires, in part, that each local educational agency (LEA) in the state adjust its reading objectives and instruction so that the state-mandated minimum performance levels receive first priority. The bylaw also requires LEA's to develop diagnostic procedures and to evaluate student performance, keep records, submit yearly plans for reading assistance programs, and submit yearly System Reading Summary Sheets which report student progress.

The California Achievement Tests are administered in the fall in Grades 3, 5, 8, and 11. The results are used, in part, to assess the MCPS reading program.

The Maryland Functional Reading Test is also administered in the fall of each year to students in

Grades 7 and 9, and successful performance on it is a requirement for graduation. To help students achieve the functional reading objectives, those failing the test in Grade 7 immediately receive appropriate instruction in the objectives they failed.

Although MCPS is not required by the state to test functional reading before Grade 7, functional reading is taught in MCPS at all grade levels, beginning in kindergarten. All state-mandated functional reading objectives are included in this reading and listening program for Grades K-8. The required objectives are preceded by an asterisk in this *Program of Studies* booklet, and the number of the MSDE objective is listed in parentheses following the objective.

Thus the MCPS reading and listening program incorporates all five of the reading goals developed by the state:

I. Utilize a variety of reading materials.
II. Use a word recognition system.
III. Comprehend various reading materials.
IV. Meet the reading demands for functioning in society.
V. Select reading as a personal activity.

Objectives related to Career Education and appropriate for reading and listening programs should be taught in conjunction with appropriate discourse forms at the grade levels where those forms are emphasized. Examples of such objectives are identified below. The number of the related objective in the Career Education section of the *Program of Studies* precedes the objective, and the appropriate grade levels appear in parentheses following the objective.

1.02 Develop an understanding of the student's own interests, abilities, and values (Grade 6).
2.04 Develop an understanding of the importance of obtaining employability skills (Grades 5-8).
3.05 Develop an understanding of the importance of learning an academic or vocational skill and the importance of applying that skill on a job (Grade 8).
4.01 Develop an understanding of the components of decision-making processes (Grades 5-8).
4.11 Recognize job-holding competencies (Grade 7).

MCPS INSTRUCTIONAL GUIDES AND RELATED MATERIALS

The MCPS instructional guides and materials are available from the MCPS Warehouse, Division of Supply Management, unless otherwise noted. These guides and materials are revised periodically.

Instructional Guides

MSDE

1. *Functional Reading,* Volume I, 1975
2. *Functional Reading,* Volume II, 1975

MCPS

1. *Teaching Reading Skills, Prereading,* Bulletin No. 246, 1974
2. *Instructional Guide for Narration,* Fall 1981
3. *Instructional Guide for Exposition,* Fall 1981

Related Materials

MSDE

1. *Maryland Reading Scope and Sequence Chart for Grades 1-12,* 1977
2. *Instructional Guide for Narration,* Fall 1981
3. *Instructional Guide for Exposition,* Fall 1981

MCPS

1. Scope and Sequence Charts, Fall 1981
   Experience Stories/Reports
   Phonics — Decoding/Structural Analysis/Sight Vocabulary
   Narration
   Exposition/Persuasion
2. Instructional Activities and Practice Exercises in Functional Reading for Grades 4-6, Fall 1981
3. Elementary and Secondary Textbook Lists, issued annually; supplementary lists issued periodically (available in school media centers)
4. Annotated Bibliographies, Fall 1981
   Folklore
   Mystery
5. Core Book List, Fall 1981
6. Criterion-Referenced Reading Comprehension Tests in Narration, Grades 1-8, Fall 1981
7. Criterion-Referenced Reading Comprehension Tests in Exposition, Grades 4-8, available in Fall 1982
8. Observational Checklists, Fall 1981
9. Video and Slide Tapes, Fall 1981 (available through area offices)
10. Implementation Manual, Fall 1981

REQUIRED FORMS FOR INSTRUCTION IN READING AND LISTENING, K-8

■ Will receive instructional emphasis

□ Will be included in reading/listening program

(blank) May be included in reading/listening program when appropriate

NARRATIVE FORMS CHART

NARRATIVE PROSE	K	1	2	3	4	5	6	7	8
1. Experience Stories	■	■	■	□					
2. Short Narratives	■	■	■	■	■	■	■		
3. Folk Tales	■	■	■	■	□	□	■	■	□
4. Fables		□	□	□	■			■	
5. Novels				□	■	■	■	■	■
6. Biographies/Autobiographies				□	□	■	□	■	■
7. Legends					□	■	■	■	■
8. Myths						□	■		■
9. Short Stories							□	■	■
NARRATIVE VERSE	■	■	■	■	■	■	■	■	■

EXPOSITORY AND PERSUASIVE FORMS CHART

EXPOSITION	K	1	2	3	4	5	6	7	8
1. Experience Reports	■	■	■	□	□	□	□	□	□
2. Introductory Exposition	□	■	■	□					
3. Textbook Prose				■	■	■	■	■	■
4. Tradebook Prose				■	■	■	■	■	■
5. Reference Articles					□	■	■	■	■
6. News Articles				□	□	□	■	■	■
7. Feature Articles			□	■	■	■	■	■	■
PERSUASION									
1. Advertisements					■	□	■	■	□
2. Reviews/Critiques								□	■
3. Editorials					□	□	□	□	■

PROCEDURAL FORMS CHART

PROCEDURE	K	1	2	3	4	5	6	7	8
1. Signs and Warnings	■	■				■			
2. Directions for Getting to a Location			■						■
3. Game Directions			■				■		
4. Science Investigations				■		■		■	
5. Test and Assignment Directions				■		■		■	
6. Recipes and Cooking Directions					■		■		
7. Construction and Assembly Directions					■				■
8. Directions for Filling out Forms							■		■
9. Operating Directions								■	
10. First Aid Directions								■	
*11. Additional Essential Forms		□	□	□	□	□	□	□	□

*For a listing of these **Additional Essential Forms**, refer to:
Maryland Reading Scope and Sequence, Grades 1-12 (MSDE, 1977)

KINDERGARTEN

(Prereading, Language Experience, Comprehension)

PREREADING[1]

I. Prereading

A. Orienting to Print[2]

1. Indicate the beginning and end of a passage or story.[3]

B. Recognizing Letters at Sight

2. Give the name of an upper or lower case letter.
3. Match a given upper or lowercase letter with a letter of the identical case.
4. Match a given upper or lowercase letter with the letter of the opposite case.
5. Identify the initial, medial, and final letter in a written word.
6. Identify a letter in a set of letters, given a letter name.
7. Identify in a story a word beginning with a given letter name.

C. Recognizing Similarities and Differences Among Written Letters and Words

8. Indicate the differences among written letters.
9. Locate a word in a story, given the written word.
10. Indicate similarities and differences between a pair of words from a story.

D. Understanding Letter/Sound Relationships

11. Identify another word in a story which begins with the same sound as a word read aloud.
12. State another word beginning with the same sound and letter as a word read aloud.
13. State the rhyming words in a familiar rhyme.
14. State a word that rhymes with a word read aloud from a story.
15. Suggest real or nonsense rhyming words, given a phonogram in a word.
16. Change the initial letter and sound in a word from a written story, and state the new word.
17. State a word that fits the context, given the initial consonant of a deleted word in a story.

LANGUAGE EXPERIENCE

II. Experience Stories/Reports

A. Expressing Ideas Through Speech

1. Tell about the student's perceptions of a group or individual experience.
2. Describe the student's reactions to the experience.
3. Relate an experience similar to the account of another person's experience.
4. Dictate an individual experience story or report or a group experience story or report.

B. Telling About an Experience

5. Tell what happened.
6. Indicate the chronological order of actions or events.
7. Tell why sequence is important in determining the outcome.
8. Describe in detail one part of an experience.
9. Tell about a similar experience.

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[1]Major category
[2]Instructional objective, abbreviated form
[3]Performance objective, abbreviated form
Complete statement of objectives can be found in the Instructional Guides.

C. **Developing Concepts**
   10. Name a person, animal, or object in an experience.
   11. Identify distinguishing features of the person, animal, or object.
   12. Identify features which persons, animals, or objects have in common.
   13. Categorize the persons, animals, or objects.
   14. Name a member of the category of persons, animals, or objects.
   15. Indicate the position or location of persons, animals, or objects important to the experience.

D. **Recognizing Spoken Language in Printed Form**
   16. State the words a student knows in a given experience story or report.
   17. Identify the student's own statement in a given group experience story or report.

E. **Understanding Gist**
   18. Suggest a title for an experience story or report.

F. **Recognizing Sentences**
   19. Indicate through final voice inflection and a pause where a sentence ends in a passage.

G. **Developing Interest in Reading**
   20. Identify a favorite story dictated by the student, and tell about it.

H. **Interpreting Creatively**
   21. Interpret or extend an experience story through art, music, drama, or writing.

COMPREHENSION

III. **Narration: Short Narrative (SN), Folk Tale (FT), Rhyme (Rh)**

A. **Using Background Knowledge and Experience**
   1. Indicate background knowledge and experience which relate to a story or rhyme.

B. **Reading/Listening for a Purpose**
   2. Read or listen for a purpose.

C. **Understanding Setting**
   3. State what a picture tells about a story. (SN, FT)

D. **Understanding Characters**
   4. Name the characters in a story. (SN, FT)
   5. Identify an action of a character. (SN, FT)
   6. Tell how the student might have acted in a similar situation. (SN, FT)

E. **Understanding Plot**
   7. Tell what happens in a story. (SN, FT)
   8. Arrange in chronological order pictures from a short narrative, folk tale, or rhyme.
   9. Indicate the chronological order of actions or events. (SN, FT)
   10. Identify the cause of an outcome. (SN, FT)

F. **Understanding Conflict and Resolution**
   11. State a problem a character faces. (SN, FT)

G. **Predicting**
   12. Predict which words will be repeated when repetition occurs. (FT)
   13. Predict the missing rhyming word, given a familiar rhyme with a rhyming word omitted.
   14. Predict the next action or event in a story, given part of a story. (FT)

H. **Retelling**
   15. Retell a story, referring to the pictures. (SN, FT)
   16. Retell a favorite part of a story. (SN, FT)

I. **Understanding the Mechanics of Dialogue**
   17. Identify the speaker of a line of dialogue. (SN, FT)
   18. Indicate what the speaker says. (SN, FT)

J. **Using Context Clues**
   19. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (FT)
   20. Compare the stated word with the word in the text. (FT)

K. **Understanding Word Meaning**
   21. State the word for a character or object, given a picture which illustrates a story. (SN, FT)
   22. Match pictures with appropriate words from a rhyme. (Rh)

L. **Understanding Gist**
   23. Tell what a story or rhyme is about.

M. **Understanding Fantasy and Reality**
   24. Identify the make-believe qualities of characters, actions, events, or setting. (SN, FT)

N. **Developing Interest in Listening and Reading**
   25. Select a favorite story or rhyme.

O. **Developing Critical Thinking and Higher Cognitive Skills**
   26. Discuss a story, using skills of analysis, synthesis, and evaluation.
   27. Supply alternative solutions to a problem described in a story.

P. **Interpreting Creatively**
   28. Illustrate or dramatize a story or rhyme.
   29. Indicate the rhythm of a rhyme through movement. (Rh)

IV. **Procedure: Signs and Warnings**

A. **Using Background Knowledge and Experience**
   1. Tell where a student has seen or heard a familiar sign or warning.
   2. Tell about a personal experience related to that familiar sign or warning.

B. **Reading/Listening for a Purpose**
   3. Give a reason for using a familiar sign or warning.

C. **Understanding Word Meaning and Symbols**

*4. Indicate the meaning of a word or phrase in a familiar sign or warning. (1101, 1102, 1301)

*5.. Interpret the meaning of a symbol on the familiar sign or warning. (1101, 1102)

D. **Understanding Gist**

6. Follow the directions on a familiar sign or warning.

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

[1]Major category

[2]Instructional objective, abbreviated form

[3]Performance objective, abbreviated form

Complete statement of objectives can be found in the Instructional Guides.

LEVEL 1

(Prereading, Phonics-Decoding/Structural Analysis/Sight Vocabulary, Language Experience, Comprehension)

PREREADING[1]

I. Prereading

A. Orienting to Print[2]

1. Indicate the beginning and end of a passage or story.[3]

B. Recognizing Letters at Sight

2. Give the name of an upper or lower case letter.
3. Match a given upper or lower case letter with a letter of the identical case.
4. Match a given upper or lower case letter with the letter of the opposite case.
5. Identify the initial, medial, and final letter in a written word.
6. Identify a letter in a set of letters, given a letter name.
7. Identify in a story a word beginning with a given letter name.

C. Recognizing Similarities and Differences Among Written Letters and Words

8. Indicate the differences among written letters.
9. Locate a word in a story, given the written word.
10. Indicate similarities and differences between a pair of words from a story.

D. Understanding Letter/Sound Relationships

11. Identify another word in a story which begins with the same sound as a word read aloud.
12. State another word beginning with the same sound and letter as a word read aloud.
13. State the rhyming words in a familiar rhyme.
14. State a word that rhymes with a word read aloud from a story.
15. Suggest real or nonsense rhyming words, given a phonogram in a word.
16. Change the initial letter and sound in a word from a written story, and state the new word.
17. State a word that fits the context, given the initial consonant of a deleted word in a story.

II. Phonics-Decoding/Structural Analysis/Sight Vocabulary

A. Understanding Letter/Sound Relationships of Initial Consonants

1. State a word that fits the context, given the initial consonant of a deleted word in a story.
2. Indicate an initial consonant that completes the word and fits the context, given the phonogram ending of a word.
3. State a word with a familiar initial consonant.

B. Understanding Letter/Sound Relationships of Final Consonants

4. Indicate a final consonant that completes the word and fits the context, given a word with the final consonant deleted in a story.

C. Understanding Letter/Sound Relationships of Medial Consonants

5. State a two syllable word with one or two medial consonants.
6. State a word with familiar initial, medial, and final consonants.

D. Understanding Letter/Sound Relationships of Initial and Final Blends

7. Identify other words in the story that begin with the same blend as a word given orally.
8. Indicate a word with an initial or final blend that fits the context, given a word with the initial or final blend deleted in a story.
9. State a word with an initial or final blend.

E. Understanding Letter/Sound Relationships of Consonant Digraphs

10. State a word with an initial or final digraph.

F. Understanding Letter/Sound Relationships of Short Vowel Phonograms

11. State the words and indicate the phonogram, given words with the same *vc* phonogram.
12. State the words and indicate the phonogram, given words with the same *vcc* phonogram.
13. State a *cvc* word with a familiar phonogram.
14. State a *cvcc* word with a familiar phonogram.
15. Suggest real or nonsense words with the same phonogram as one in a given familiar word.

G. Understanding Letter/Sound Relationships of Long Vowel/Silent *e* Pattern

16. State the words and indicate the phonogram, given words with the same vc*e* phonogram.
17. State the word with a vc*e* phonogram, given a cvc*e* word.
18. Indicate other words in the story with the same phonogram as the one in a given vc*e* word.
19. Suggest real or nonsense rhyming words with the same phonogram as the one in a given familiar vc*e* word.

H. Understanding Letter/Sound Relationships of Long and Short Vowels

20. Identify rhyming words, given a familiar rhyme.
21. Identify rhyming parts of words, given rhyming words with different phonograms.
22. Delete the final *e* of a given cvc*e* word, and state the new word.
23. Add a final *e* to a given cvc word, and state the new word.
24. Create a sentence, using a word made by adding or deleting a silent *e*.
25. Read a story aloud with short and long vowel/silent *e* words.

I. Understanding Vowel Combinations with Consistent Letter/Sound Relationships

26. State a word with an *ay, oa,* or *ee* combination or diphthong.

J. Understanding Word Structure

27. State the base words in a compound word.
28. Indicate the meaning of the compound word.

K. Developing Sight Vocabulary

29. Identify and state a familiar word.
30. Write a familiar word, using the student's knowledge of sound/letter relationships.
31. State the word for a familiar abbreviation.
*32. Read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society. (4101)

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

III. Experience Stories/Reports

A. Expressing Ideas Through Speech

1. Tell about the student's perceptions of a group or an individual experience.
2. Describe the student's reactions to the experience.
3. Dictate an account of the experience.

B. Telling About an Experience

4. Tell what happened.
5. Indicate the chronological order of actions or events.
6. Tell why sequence is important in determining the outcome.
7. Identify the cause of the outcome.
8. Describe in detail one part of an experience.
9. Tell about a similar experience.

C. Developing Concepts

10. Name a person, animal, or object in an experience.
11. Identify distinguishing features of the person, animal, or object.
12. Identify features which persons, animals, or objects have in common.
13. Categorize the persons, animals, or objects.
14. Name a member of the category of persons, animals, or objects.
15. Indicate the position or location of persons, animals, or objects important to the experience.

D. Using Context Clues

16. Indicate a word that fits the context, given an uncommon word with context clues to its meaning.
17. Compare the student's word with the word in the text.

E. Understanding Word Meaning

18. Identify words which refer to time or temporal order in a sentence.
19. Identify words which refer to number or quantity in a sentence.
20. Identify words which refer to shape in a sentence.
21. Identify words which refer to size in a sentence.
22. Identify words which refer to feelings or actions in a sentence.

F. Recognizing Student's Own Spoken Language in Printed Form

23. State a word the student recognizes as having dictated in an experience story or report.
24. Read aloud an experience story or report previously dictated by the student.

G. Understanding the Use of Punctuation

25. Tell what question marks, periods, and exclamation points are used for.
26. Identify speech in an experience story or report.
27. Identify the speaker.
28. Indicate what the speaker says.
29. Read aloud sentences, using punctuation clues to inflection.

H. Understanding Cohesion

30. Identify the referent of a pronoun.

I. Understanding Gist

31. Suggest a title for an experience story or report.
32. Compare the experience with another experience.

J. Developing Interest and Confidence in Reading

33. Read an increasing number of stories or reports.

K. Interpreting Creatively

34. Interpret or extend an experience story through art, music, or drama.
35. Interpret or extend an experience story through writing.

COMPREHENSION

IV. Narration: Short Narrative (SN), Folk Tale (FT), Rhyme (Rh)

A. Using Background Knowledge and Experience

1. Indicate background knowledge and experience which relate to a story or rhyme.

B. Reading/Listening for a Purpose

2. Read or listen for a purpose.

C. Understanding Setting

3. Identify the temporal setting. (SN, FT)
4. Indicate clues to the temporal setting. (SN, FT)
5. Identify the location. (SN, FT)
6. Indicate clues to the location. (SN, FT)

D. Understanding Characters

7. Name the characters in a story. (SN, FT)
8. Identify a character's traits or behaviors. (SN, FT)
9. Identify the character's feeling(s). (SN, FT)
10. Give reasons for the character's feeling(s). (SN, FT)

E. Understanding Plot

11. Tell what happens in a story. (SN, FT)
12. Indicate the chronological order of actions or events. (SN, FT)
13. Identify the cause of an event. (SN, FT)

F. Understanding Conflict and Resolution

14. State a problem a character faces. (SN, FT)
15. Indicate the action the character takes to resolve the problem. (SN, FT)

G. Understanding Character Motivation

16. Give a reason for a character's actions. (SN, FT)

H. Predicting

17. Predict the next action or event in a story, given a list of possible actions or events. (SN, FT)
18. Predict the next action or event in a story, given part of a story. (SN, FT)
19. Listen or read to confirm the prediction. (SN, FT)

I. Retelling

20. Retell part of a story. (SN, FT)

J. Understanding the Mechanics of Dialogue

21. Identify the speakers in dialogue. (SN, FT)
22. Indicate what a speaker says. (SN, FT)

K. Understanding Cohesion

23. Identify the referent of a pronoun. (SN, FT)

L. **Using Context Clues**
   24. Indicate a word that fits the context, given a passage or rhyme with a substantive word omitted.
   25. Compare the student's word with the word in the text.
   26. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (FT)
   27. Identify context clues to the meaning of the word. (SN, FT)
   28. Indicate a word that fits the context, given a rhyming couplet with the first rhyming word underlined and the second rhyming word omitted. (Rh)

M. **Understanding Word Meaning**
   29. Identify the use or function of an object, given a word or phrase for the object. (SN, FT)
   30. Suggest another word or phrase close in meaning to a given word or phrase. (SN, FT)
   31. Suggest another word or phrase opposite in meaning to a given word or phrase. (SN, FT)
   32. Dramatize the action or emotion expressed by a word or phrase. (SN, FT)
   33. Match pictures with appropriate words from a rhyme. (Rh)
   34. Match a rhyming word card with a given written word. (Rh)

N. **Understanding Gist**
   35. Tell what a story or rhyme is about.
   36. Tell about a personal experience related to the character's experience. (SN, FT)

O. **Understanding Fantasy and Reality**
   37. Identify the make-believe qualities of characters, actions, events, or settings. (SN, FT)

P. **Developing Confidence in Reading**
   38. Read aloud a familiar story or rhyme.
   39. Read in class and independently an increasing number of stories.

Q. **Developing Interest in Reading and Listening**
   40. Select a favorite story or rhyme.

R. **Developing Critical Thinking and Higher Cognitive Skills**
   41. Discuss a story, using skills of analysis, synthesis, and evaluation.
   42. Supply alternative solutions to a problem described in a story.

S. **Developing Personal Reading Interest and Skill**
   43. Select reading as an independent activity in class and at home.

T. **Interpreting Creatively**
   44. Interpret or extend a story or rhyme through art, music, drama, or storytelling.
   45. Interpret or extend a story through writing.
   46. Indicate the rhythm of a rhyme through movement. (Rh)

V. **Introductory Exposition: Instructional Materials, Textbooks (Tx), Tradebooks (Tr)**

A. **Using Background Knowledge and Experience**
   1. Tell what was learned about a topic, given an experience related to the topic to be studied.
   2. Indicate background knowledge and experience which relate to the topic of study.

B. **Reading/Listening for a Purpose**
   3. Read or listen to gain information about a topic.

C. **Organizing Information in Chapters**
   4. Survey pictures in a selection or chapter.
   5. Predict the content from the pictures.
   6. Give reasons for the prediction(s).
   7. Tell about the pictures.

D. **Organizing Information in Passages**
   8. Identify the topic of a picture and a related passage.
   9. Suggest words or phrases related to the topic of a picture or a passage.

E. **Understanding Coherence**
   10. Indicate the sequential order of a series of actions or events.

F. **Understanding Cohesion**
   11. Identify the referent of a pronoun.

G. **Developing Concepts**
   12. Suggest a use or function of an object.
   13. Indicate the position or location of a person, animal, object, or place in relation to another person, animal, object, or place.
   14. Identify the words in a passage that refer to shape, size, or color.
   15. Identify distinguishing features of a person, animal, object, or place.
   16. Indicate similarities and differences among persons, animals, objects, or places.
   17. Categorize persons, animals, objects, or places.
   18. Name members of the categories of persons, animals, objects, or places.
   19. Compare information about persons, animals, objects, or places with information from the student's experience.

H. **Using Context Clues**
   20. Indicate the meaning of a word or phrase, given context clues to its meaning.
   21. Indicate the context clues to a word or phrase.
   22. Identify the context in which the student has heard an important content word used.

I. **Understanding Word Meaning**
   23. Suggest another word or phrase close in meaning to a given word or phrase.
   24. Create a sentence, using an important content word or phrase.

J. **Understanding Gist**
   25. Identify important information learned about a topic.

K. **Developing Critical Thinking and Higher Cognitive Skills**
   26. Discuss a situation, phenomenon, or problem described in a textbook or tradebook, using skills of analysis, synthesis, and evaluation.
   27. Supply alternative solutions to a problem described in a textbook or tradebook.

L. **Reporting**
   28. Select a tradebook related to a topic of interest. (Tr)
   29. Tell about the selected tradebook. (Tr)

M. **Interpreting Creatively**
   30. Interpret or extend the message or topic through another form or medium.

VI. **Procedure: Signs and Warnings**

A. **Using Background Knowledge and Experience**
   1. Tell where a student has seen or heard a familiar sign or warning.
   2. Tell about a personal experience related to a familiar sign or warning.

B. **Reading/Listening for a Purpose**

3. Give a reason for using a familiar sign or warning.

C. **Understanding Word Meaning and Symbols**

*4. Indicate the meaning of a word or phrase in a familiar sign or warning. (1101, 1102)

*5. Interpret the meaning of a symbol on a familiar sign or warning. (1102)

*6. Read the words in a list of words from familiar signs or warnings. (1101)

D. **Understanding Gist**

*7. Follow sequential directions to complete a school or job assignment. (1202)

VII. Additional Essential Forms

A. **Assignments**

*1. Follow sequential directions to complete a school or job assignment. (1202)

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

[1]Major category

[2]Instructional objective, abbreviated form

[3]Performance objective, abbreviated form

Complete statement of objectives can be found in the Instructional Guides.

LEVEL 2

(Phonics-Decoding/Structural Analysis/Sight Vocabulary, Language Experience, Comprehension)

PHONICS-DECODING/STRUCTURAL ANALYSIS/SIGHT VOCABULARY[1]

I. Phonics-Decoding/Structural Analysis/Sight Vocabulary

A. Understanding Letter/Sound Relationships of Initial Consonants[2]

1. State a word with an initial hard or soft *c* or *g*.[3]

B. Understanding Letter/Sound Relationships of Initial and Final Blends

2. State a two syllable word with one or two medial consonants.

C. Understanding Letter/Sound Relationships of Initial and Final Blends

3. Indicate a word with an initial or final blend that fits the context, given a word with the initial or final blend deleted in a story.
4. Indicate a word with the same initial or final blend that fits the context, given the initial or final blend of a deleted word in a story.
5. State a word with an initial or final blend.

D. Understanding Letter/Sound Relationships of Consonant Digraphs

6. Indicate a word with an initial or final digraph that fits the context, given the initial or final consonant digraph of a deleted word in a story.
7. Indicate a word with an initial or final digraph that fits the context, given a word with the initial or final consonant digraph deleted in a story.
8. State a given word with an initial or final digraph.

E. Understanding Letter/Sound Relationships of Short Vowel Phonograms

9. State the words and indicate the phonogram, given words with the same *vc* phonogram.
10. State the words and indicate the phonogram, given words with the same *vc* phonogram.
11. State a *cvc* word with a familiar phonogram.
12. State a *cvcc* word with a familiar phonogram.

F. Understanding Letter/Sound Relationships of Long Vowel/Silent *e* Pattern

13. State the words and indicate the phonogram, given words with the same v*c*e phonogram.
14. State a word with a given v*c*e phonogram.

G. Understanding Letter/Sound Relationships of Long and Short Vowels

15. Identify rhyming words, given a familiar rhyme.
16. Identify rhyming parts of words, given rhyming words with different phonograms.
17. Delete the final *e* of a given cvc*e* word, state the new word, and identify the change in meaning.
18. Add a final *e* to a given cvc word, state the new word, and identify the change in meaning.
19. Create a sentence, using a word made by adding or deleting a silent *e*.
20. Read a story aloud with short and long vowel/silent *e* words.

H. Understanding Vowel Combinations with Consistent Letter/Sound Relationships

21. State a word with an *ay, oa, ee, ai, oo, au, aw,* or *ea* vowel combination, *r* controlled vowel, or diphthong.

I. **Understanding Word Structure**

22. State the base words in a compound word.
23. Indicate the meaning of the compound word.
24. Identify the word parts in a contraction.
25. Indicate the possessive ending of a noun with a singular or plural possessive ending.
26. Indicate the meaning of a noun with a singular or plural possessive ending.
27. Indicate the comparative or superlative suffix of an adjective.
28. Indicate the meaning of an adjective with a comparative or superlative suffix.
29. Indicate the plural ending of a noun.
30. Indicate the singular form of an irregular plural noun.
31. Indicate the inflected ending of a verb (*-s, -es, -ed, -ing*).
32. Indicate the tense marker of a verb in past or future tense.
33. Indicate the meaning of a verb in past or future tense.
34. State a given word with one or more affixes.
35. State the base word and its affixes, given a word with one or more affixes.
36. Indicate the meaning of a word with one or more affixes.
37. Pronounce an unfamiliar word, using phonetic and structural clues.

J. **Developing Sight Vocabulary**

38. Read aloud a familiar word.
39. Write a familiar word, using the student's knowledge of letter/sound relationships.
40. State the word for a familiar abbreviation.
*41. Read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society. (4101)

LANGUAGE EXPERIENCE

II. **Experience Stories/Reports**

A. **Expressing Ideas Through Speech**

1. Tell about the student's perceptions of a group or an individual experience.
2. Describe the student's reactions to the experience.
3. Dictate an account of the experience.

B. **Telling About an Experience**

4. Tell what happened.
5. Indicate the chronological order of actions or events.
6. Tell why sequence is important in determining the outcome.
7. Identify the cause of the outcome.
8. Describe in detail one part of an experience.
9. Tell about a similar experience.

C. **Developing Concepts**

10. Name a person, animal, or object in an experience.
11. Identify distinguishing features of the person, animal, or object.
12. Identify features which persons, animals, or objects have in common.
13. Categorize the persons, animals, or objects.
14. Name a member of the category of persons, animals, or objects.
15. Indicate the position or location of important persons, animals, or objects.

D. **Using Context Clues**

16. Indicate a word that fits the context, given an uncommon word with context clues to its meaning.
17. Compare the student's word with the word in the text.

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

E. **Understanding Word Meaning**
   18. Identify words which refer to time or temporal order in a sentence.
   19. Identify words which refer to number or quantity in a sentence.
   20. Identify words which refer to shape in a sentence.
   21. Identify words which refer to size in a sentence.
   22. Identify words which refer to comparative relationships in a sentence.
   23. Identify words which refer to feelings or actions in a sentence.

F. **Recognizing Student's Own Spoken Language in Printed Form**
   24. State the words the student recognizes as having dictated in an experience story or report.
   25. Read aloud an experience story or report previously dictated by the student.

G. **Understanding the Use of Punctuation**
   26. Tell what periods, question marks, and exclamation points are used for.
   27. Identify speech through use of quotation marks.
   28. Identify the speaker.
   29. Indicate what the speaker says.
   30. Read aloud sentences, using punctuation clues to inflection.

H. **Understanding Cohesion**
   31. Identify the referent of a pronoun.

I. **Understanding Gist**
   32. Suggest a title for an experience story or report.
   33. Compare the experience with other experiences.

J. **Developing Interest and Confidence in Reading**
   34. Read an increasing number of stories or reports.
   35. Select a favorite story, and tell something about it.

K. **Interpeting Creatively**

   36. Interpret or extend an experience story through art, music, or drama.
   37. Interpret or extend an experience story through writing.

COMPREHENSION

III. **Narration: Short Narrative (SN), Folk Tale (FT), Rhyme (Rh)**

A. **Using Background Knowledge and Experience**
   1. Indicate background knowledge and experience which relate to a story or rhyme.

B. **Reading/Listening for a Purpose**
   2. Read or listen for a purpose.

C. **Understanding Setting**
   3. Identify the temporal setting. (SN, FT)
   4. Indicate clues to the temporal setting. (SN, FT)
   5. Identify the location. (SN, FT)
   6. Indicate clues to the location. (SN, FT)

D. Understanding Characters

7. Name the characters in a story. (SN, FT)
8. Identify a character's traits or behaviors. (SN, FT)
9. Identify the words that indicate the manner in which a character speaks. (SN, FT)
10. Identify a character's feeling(s) expressed through speech. (SN, FT)
11. Give reasons for the character's feeling(s). (SN, FT)

E. Understanding Plot

12. Tell what happens in a story. (SN, FT)
13. Indicate the chronological order of actions or events. (SN, FT)
14. Identify the cause of an event. (SN, FT)

F. Understanding Conflict and Resolution

15. State a problem a character faces. (SN, FT)
16. Indicate the action the character takes to resolve the problem.

G. Understanding Character Motivation

17. Give a reason for a character's actions. (SN, FT)
18. Identify a speaker's intent in attempting to deceive or convince. (FT)

H. Predicting

19. Predict the next action or event in a story, given part of a story. (SN, FT)
20. Give reasons for the prediction. (SN, FT)
21. Listen or read to confirm the prediction. (SN, FT)

I. Retelling

22. Retell a story. (SN, FT)

J. Understanding the Mechanics of Dialogue

23. Identify the speakers in a dialogue. (SN, FT)
24. Indicate what a speaker says. (SN, FT)

K. Understanding Cohesion

25. Identify the referent of a pronoun. (SN, FT)
26. Complete a sentence which contains a subordinate clause beginning with *after, when,* or *because,* using information from the story. (SN, FT)

L. Using Context Clues

27. Indicate a word that fits the context, given a passage or rhyme with a substantive word omitted.
28. Compare the student's word with the word in the text. (FT, SN, Rh)
29. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (FT)
30. Indicate context clues to the meaning of the word. (SN, FT)
31. Indicate a word that fits the context, given a rhyming couplet with the first rhyming word underlined and the second rhyming word omitted. (Rh)

M. Understanding Word Meaning

32. Identify the use or function of an object, given a word or phrase for the object. (SN, FT)
33. Indicate another word or phrase close in meaning to a given word or phrase. (SN, FT)
34. Suggest another word or phrase opposite in meaning to a given word or phrase. (SN, FT)
35. Match a rhyming word card with the given word. (Rh)

N. **Understanding Gist**
   36. Tell what a story or rhyme is about.
   37. Tell about a personal experience related to the character's experience. (SN, FT)

O. **Understanding Fantasy and Reality**
   38. Identify the make-believe qualities of characters, actions, events, or settings. (SN, FT)

P. **Developing Confidence in Reading**
   39. Read aloud a familiar story or rhyme.
   40. Read in class and independently an increasing number of stories.

Q. **Developing Interest in Reading and Listening**
   41. Select a favorite story, and tell something about it.
   42. Select a favorite rhyme. (Rh)

R. **Developing Critical Thinking and Higher Cognitive Skills**
   43. Discuss a story, using skills of analysis, synthesis, and evaluation.
   44. Supply alternative solutions to a problem described in a story.

S. **Developing Personal Reading Interest and Skill**
   45. Select reading as an independent activity in class and at home.
   46. Use the media center for independent reading and research.
   47. Report regularly on independent reading.

T. **Interpreting Creatively**
   48. Interpret or extend a story or rhyme through art, music, drama, or storytelling.
   49. Interpret or extend a story or rhyme through writing.
   50. Indicate the rhythm of a rhyme through movement. (Rh)

IV. **Introductory Exposition: Instructional Materials, Textbooks (Tx), Tradebooks (Tr)**

A. **Using Background Knowledge and Experience**
   1. Tell what was learned about a topic, given an experience related to the topic to be studied.
   2. Indicate background knowledge and experience which relate to the topic of study.

B. **Reading/Listening for a Purpose**
   3. Ask questions about a topic.
   4. Read or listen to gain information about the questions.

C. **Organizing Information in Textbooks and Tradebooks**
   5. Locate the table of contents, and identify its purpose.

D. **Organizing Information in Chapters**
   6. Survey the pictures in a selection or chapter.
   7. Predict the content from the pictures.
   8. Give reasons for the predictions.
   9. Tell about the content of the pictures.

E. **Organizing Information in Passages**
   10. Identify the topic of a picture and a related passage.
   11. Suggest words or phrases related to the topic of a picture or a passage.

F. **Understanding Coherence**
   12. Indicate the sequential order of a series of actions or events.
   13. Identify the cause of an event.

G. Understanding Cohesion

14. Identify the referent of a pronoun.

H. Developing Concepts

15. Suggest a use or function of an object.
16. Indicate the position or location of a person, animal, object, or place in relation to another person, animal, object, or place.
17. Identify the words in a passage that refer to shape, size, or color.
18. Identify the distinguishing features of a person, animal, object, or place.
19. Indicate similarities and differences among persons, animals, objects, or places.
20. Categorize groups of persons, animals, objects, or places.
21. Name a member of the category of persons, animals, objects, or places.
22. Compare information about persons, animals, objects, or places with information from the student's experience.

I. Using Context Clues

23. Indicate the meaning of a word, given context clues to its meaning.
24. Indicate the context clues to the word or phrase.
25. Identify the context in which the student has heard an important content word used.

J. Understanding Word Meaning

26. Suggest another word or phrase close in meaning to a given word or phrase.
27. Create a sentence, using an important content word or phrase.

K. Understanding Gist

28. Identify important information learned about a topic.

L. Developing Critical Thinking and Higher Cognitive Skills

29. Discuss a situation, phenomenon, or problem described in a textbook or tradebook, using skills of analysis, synthesis, and evaluation.
30. Supply alternative solutions to a problem described in a textbook or tradebook.

M. Reporting

31. Select a tradebook related to a topic of interest. (Tr)
32. Tell about the selected tradebook. (Tr)

N. Interpreting Creatively

33. Interpret or extend a message or topic through another form or medium.

V. Procedure: Directions for Getting to a Location

A. Using Background Knowledge and Experience

1. Describe an experience finding a location within the school or neighborhood.
2. Describe landmarks used in finding a location within the school or neighborhood.

B. Reading/Listening for a Purpose

3. Read or listen to directions to find out how to find a location.

C. Understanding Coherence

4. Arrange in order the steps in directions for getting to a familiar location.

D. Retelling

5. Tell another student how to find a familiar location, given oral or written directions.

E. Understanding Word Meaning

6. Identify the words which refer to position or location in directions.
7. Indicate the meaning of words which refer to position or location in directions.
8. State the words for abbreviations in directions.

F. Understanding Gist

9. Follow the directions for getting to a location within the school.
10. Tell another student how to get from home to a familiar location.

VI. Procedure: Game Directions

A. Using Background Knowledge and Experience

1. Describe a favorite game.
2. Tell why games have directions.

B. Reading/Listening for a Purpose

3. Read or listen to the directions for a game to find out how to play it.
4. Read or listen to the directions to find out the equipment needed for the game.

C. Understanding Coherence

5. Tell why it is important to follow the sequence in directions.

D. Retelling

6. Tell another student how to play a familiar game, given oral or written directions.

E. Developing Concepts

7. Identify the use or function of game equipment or pieces.

F. Understanding Word Meaning

8. Indicate the meaning of a word or phrase which refers to an operation to be performed in a game.

G. Understanding Gist

*9. Follow the directions for a game. (1203)
10. Tell another student how to play a familiar game.

VII. Additional Essential Forms

A. Public Announcements

*2. Select necessary information from public announcements such as menus or school announcements. (4301)

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

LEVEL 3

PHONICS-DECODING/STRUCTURAL ANALYSIS/SIGHT VOCABULARY[1]

I. Phonics-Decoding/Structural Analysis/Sight Vocabulary

A. Understanding Letter/Sound Relationships of Three Letter Blends[2]

1. State a word with a three letter blend.[3]

B. Understanding Vowel Combinations with Consistent Letter/Sound Relationships

2. State a word with an *ay, oa, ee, ai,* or *ea* vowel combination, *r* controlled vowel, or diphthong.

C. Understanding Word Structure

3. State the base words in a compound word.
4. Indicate the meaning of the compound word.
5. Identify the word parts in a contraction.
6. State the contraction for two words which can be contracted.
7. Indicate the possessive ending of a noun with a singular or plural possessive ending.
8. Indicate the meaning of a noun with a singular or plural possessive ending.
9. Indicate the comparative or superlative suffix of an adjective.
10. Indicate the meaning of an adjective with a comparative or superlative suffix.
11. Indicate the singular form of an irregular plural noun.
12. Indicate the inflected ending of a verb (*-s, -es, -ed, -ing).*
13. State a word with one or more affixes.
14. State the base word and the affixes in a word with one or more affixes.
15. Indicate the meaning of a word with one or more affixes.
16. Identify the syllables in a multisyllabic word.
17. Indicate the number of syllables in a multisyllabic word.
18. State a multisyllabic word.
19. Indicate the meaning of a multisyllabic word.
20. Pronounce an unfamiliar word, using phonetic and structural clues.

D. Developing Sight Vocabulary

21. Read aloud a familiar word.
22. State the word for a familiar abbreviation.
*23. Read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society. (4101)

II. Narration: Short Narrative (SN), Folk Tale (FT), Story Poem (SP)

A. Using Background Knowledge and Experience

1. Indicate background knowledge and experience which relate to a story or story poem.

B. Reading/Listening for a Purpose

2. Read or listen for a purpose.

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[1]Major category
[2]Instructional objective, abbreviated form
[3]Performance objective, abbreviated form
Complete statement of objectives can be found in the Instructional Guides.
*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

C. Understanding Setting

3. Identify the temporal setting.
4. Indicate clues to the temporal setting.
5. Identify the location.
6. Indicate clues to the location.

D. Understanding Characters

7. Name the characters in a story or story poem.
8. Identify a character's traits or behaviors.
9. Identify the character's actions which illustrate a trait. (SN, FT)
10. Identify a character's speech which illustrates a trait or behavior. (SN, FT)
11. Identify the words that indicate the manner in which a character speaks. (SN, FT)
12. Identify a character's feelings expressed through speech.
13. Give reasons for the character's feelings.
14. Compare a character's actions with the way the student might have acted. (SN, FT)
15. Compare the traits or behaviors of two characters from one or more stories. (SN, FT)

E. Understanding Plot

16. Tell what happens in a story. (SN, FT)
17. Indicate the chronological order of actions or events.
18. Identify the cause of an event.

F. Understanding Conflict and Resolution

19. State a problem a character faces.
20. Indicate the action the character takes or plans to take to resolve the problem.
21. Indicate the consequences of a character's action. (SN, FT)
22. Suggest another action the character might have taken. (SN, FT)

G. Understanding Character Motivation

23. Give a reason for a character's actions.
24. Identify a speaker's intent.

H. Predicting

25. Predict the next action or event in a story, given part of a story.
26. Give reasons for the prediction.
27. Read or listen to confirm the prediction.

I. Retelling

28. Retell a story or story poem.

J. Understanding Figurative Language

29. Identify the two things being compared in a simile.
30. Identify characteristics common to the two things.
31. Indicate the effect of the comparison on the meaning of the first part of the simile.

K. Understanding the Mechanics of Dialogue

32. Identify the speakers in dialogue. (SN, FT)
33. Indicate what a speaker says. (SN, FT)
34. Indicate the capitalization and punctuation clues to speech. (SN, FT)

L. Understanding Cohesion

35. Identify the referent of a pronoun. (SN, FT)
36. Complete a sentence which contains a subordinate clause beginning with *after, when, because,* or *before,* using information from the story. (SN, FT)

M. Using Context Clues

37. Indicate a word that fits the context, given a passage with a substantive word omitted. (SN, FT)
38. Compare the student's word with the word in the text. (SN, FT)
39. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (FT)
40. Identify context clues to the meaning of the word.

N. Understanding Word Meaning

41. Identify the use or function of an object, given a word or phrase for the object. (SN, FT)
42. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
43. Indicate another word or phrase close in meaning to a given word or phrase.
44. Suggest another word or phrase opposite in meaning to a given word or phrase. (SN, FT)

O. Paraphrasing

45. Restate a sentence in the student's own words. (SN, FT)
46. Restate in the student's own words lines from a story poem. (SP)

P. Understanding Gist

47. Tell what a story or story poem is about.
48. Tell what the author intended the reader to learn. (FT)
49. Discuss the humor in a humorous story poem. (SP)

Q. Understanding Fantasy and Reality

50. Identify the make-believe qualities of characters, actions, events, or settings.

R. Developing Confidence in Reading

51. Read in class and independently an increasing number of stories. (SN, FT)

S. Developing Interest in Reading and Listening

52. Select a favorite story, and tell something about it. (SN, FT)
53. Select a favorite story poem, and give a reason for the choice. (SP)

T. Developing Critical Thinking and Higher Cognitive Skills

54. Discuss a story, using skills of analysis, synthesis, and evaluation.
55. Supply alternative solutions to a problem described in a story.

U. Developing Personal Reading Interest and Skill

56. Select reading as an independent activity in class and at home.
57. Use the media center for independent reading and research.
58. Report regularly on independent reading.

V. Interpreting Creatively

59. Interpret or extend a story or story poem through art, music, drama, or storytelling.
60. Interpret or extend a story or story poem through writing.
61. Tell about an experience similar to a story.

III. Exposition: Textbook (Tx), Tradebook (Tr)

A. Using Background Knowledge and Experience

1. Tell what was learned about a topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.
3. Predict information about a topic to be presented in a text, using background knowledge and experience.

B. Reading/Listening for a Purpose

4. Ask questions about a topic.
5. Suggest possible subtopics for a topic.
*6. Read or listen to gain information about the questions. (4102)

C. Organizing Information in Textbooks and Tradebooks

*7. Locate the table of contents, and identify its purpose. (2101, 2102)
*8. Identify from a table of contents that (those) chapter(s) which might contain information related to a question. (2101, 2102)
*9. Locate the index, and identify its purpose. (2101, 2102)
*10. Locate in an index information related to a question. (2101, 2102)

D. Organizing Information in Chapters

*11. Survey textual aids to predict general categories of information presented in a chapter. (2101, 2102)
12. Indicate the textual clues to the categories selected.
13. Read or listen or read to confirm the student's prediction.
*14. Identify the purpose of section headings in a chapter. (2101, 2102)
15. Locate information related to a subtopic of a chapter.
16. Locate information about a question related to the subtopic of the chapter.
*17. Identify the information contained in an illustration, map, graph, or set of directions in a chapter. (1103)

E. Organizing Information in Passages and Paragraphs

18. Identify the topic of a passage or paragraph.
19. Identify descriptive words in a passage or paragraph related to a topic.

F. Understanding Coherence

20. Indicate the sequential order of actions or events.
21. Identify the cause or the effect of an event.

G. Understanding Cohesion

22. Identify the referent of a pronoun.
23. Identify the nouns or noun phrases with the same referent within a passage.

H. Developing Concepts

24. Suggest a use or function of an object.
25. Indicate the position or location of a person, animal, object, or place in relation to another person, animal, object, or place.
26. Identify the words in a passage that refer to time, shape, size, color, or texture.
27. Identify the distinguishing features of a person, animal, object, or place.
28. Indicate similarities and differences among persons, animals, objects, or places.
29. Categorize groups of persons, animals, objects, or places having common features.
30. Name members of categories of persons, animals, objects, or places.
31. Compare information about persons, animals, objects, or places with information from the student's experience.

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

I. **Using Context Clues**

32. Identify the context in which the student has heard an important content word used.
33. Identify the context clues to the meaning of an uncommon word or phrase.
34. Suggest a word that fits the context, given a passage with a substantive word omitted.
35. Compare the student's word with the word in the text.

J. **Understanding Word Meaning**

36. Indicate the meaning of an important content word in a passage, given its glossary definition.
37. Suggest another word or phrase close in meaning to a given word or phrase.
38. Create a sentence, using an important content word or phrase.

K. **Understanding Gist**

39. Identify important information learned about a topic.

L. **Developing Critical Thinking and Higher Cognitive Skills**

40. Discuss a situation, phenomenon, or problem described in a textbook or tradebook, using skills of analysis, synthesis, and evaluation.
41. Supply alternative solutions to a problem described in a textbook or tradebook.

M. **Reporting**

42. Select a tradebook related to a topic of interest. (Tr)
43. Read about the topic in the selected tradebook. (Tr)
44. State facts related to the topic in the selected tradebook. (Tr)

N. **Interpreting Creatively**

45. Interpret or extend a message, topic, or subtopic through another form or medium.

O. **Applying New Information**

46. Apply information gained from reading exposition to a new situation.

IV. **Exposition: Feature Articles (Magazines)**

A. **Using Background Knowledge and Experience**

1. Indicate background knowledge and experience which relate to the topic of a feature article.

B. **Reading/Listening for a Purpose**

2. Ask questions about the topic of a feature article.
3. Read or listen to gain information about the questions.

C. **Understanding Coherence**

4. Indicate the sequential order of actions or events.
5. Identify the causes of an event or outcome.
6. Identify the solution to a problem.
7. Indicate the location of a place or group of people in relation to another place or group of people.

D. **Retelling**

8. Retell a feature article.

E. **Using Context Clues**

9. Identify the context clues to the meaning of an uncommon word or phrase.

F. Understanding Word Meaning

10. Indicate the meaning of an important and unfamiliar word within a passage, given a dictionary definition.
11. Suggest another word or phrase close in meaning to a given word or phrase.
12. Create a sentence, using a newly acquired word.

G. Understanding Gist

13. Identify important information learned about a topic.

H. Developing Critical Thinking and Higher Cognitive Skills

14. Discuss a situation, phenomenon, or problem described in a feature or sports article, using skills of analysis, synthesis, and evaluation.
15. Supply alternative solutions to a problem described in a feature or sports article.

I. Developing Confidence in Reading

16. Read in class and independently an increasing number of feature articles.

J. Developing Interest in Reading and Listening

17. Select a feature article the student found most interesting.
18. Give reasons for the selection.

V. Procedure: Science Investigation

A. Using Background Knowledge and Experience

1. Indicate what was learned about a science topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.

B. Reading/Listening for a Purpose

3. Read or listen to find out the materials and equipment needed for a science investigation.

C. Understanding Coherence

4. Tell why it is important to follow the sequence of directions in a science investigation.

D. Developing Concepts

5. Identify the distinguishing properties of an object or substance used in a science investigation.
6. Indicate the use or function of the equipment in a science investigation.

E. Understanding Word Meaning

7. Indicate the meaning of a word or phrase in directions for a science investigation.

F. Understanding Gist

8. Follow the directions for a science investigation.
9. Describe the results of a science investigation.

VI. Procedure: Test and Assignment Directions

A. Using Background Knowledge and Experience

1. Indicate purposes for tests or assignments.
2. Tell why it is important to follow test or assignment directions.

B. Reading/Listening for a Purpose

3. Read or listen to test or assignment directions to find out how to complete the test or assignment.
4. Read or listen to the directions for a test or assignment to find out the materials needed to complete the test or assignment.

C. Understanding Coherence

5. Tell why it is important to follow the sequence of test or assignment directions.

D. Retelling

6. Tell another student how to take a test or complete an assignment, given oral or written directions.

E. Understanding Word Meaning

7. Indicate the meaning of a word or phrase in test or assignment directions.

F. Understanding Gist

8. Follow the directions for a test or assignment.
9. Indicate whether or not the directions were followed in the student's completed test or assignment.

VII. Additional Essential Forms

A. Calendars

*1. Select necessary information for the home from a calendar. (4305)

B. Reading/Listening for a Purpose

2. Read or listen to construction or assembly directions to find out how to construct or assemble an object.
3. Read or listen to construction or assembly directions to find out the equipment and materials needed to construct or assemble an object.

C. Understanding Coherence

*4. Tell why it is important to follow necessary sequences in construction or assembly directions. (1204)
*5. Tell why it is important to place correctly the parts of objects in constructing or assembling them. (1204)

D. Retelling

6. Tell another student how to construct or assemble an object, given directions.

E. Understanding Word Meaning and Diagrams

7. Indicate the meaning of a word or phrase which refers to a part in construction or assembly directions.
8. Tell why it is important to use the diagram in constructing or assembling an object.
9. Indicate the use of a diagram and the information contained in it.

F. Understanding Cohesion

10. Identify the referent of a pronoun.

G. Understanding Gist

*11. Follow directions for constructing or assembling an object. (1204)

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*Asterisks indicate state-mandated objectives. Numbers in parenthese are those of the MSDE objectives.

VIII. Additional Essential Forms

A. Phone Books

*1. Locate references in a phone book for use in a school, on a job, or at home. (2108)

B. T.V. Guides

*2. Locate information in a T.V. guide for use in school, on a job, or at home. (2111)

C. Emergency Directions

*3. Read to follow directions written in sequential order to know what to do in case of an emergency. (1201)

*Asterisks indicate state-mandated objectives. Numbers in parenthese are those of the MSDE objectives.

LEVEL 4

STRUCTURAL ANALYSIS[1]

I. Structural Analysis

A. Understanding Word Structure[2]

1. State the base words in a compound word.[3]
2. Indicate the meaning of the compound word.
3. Identify the word parts in a contraction.
4. State the contraction for two words which can be contracted.
5. Indicate the meaning of a noun with a singular or plural possessive ending.
6. Indicate the meaning of an adjective with a comparative or superlative suffix.
7. Indicate the singular form of an irregular plural noun.
8. State the base word and the affixes, given a word with one or more affixes.
9. Indicate the meaning of a word with one or more affixes.
10. Construct new words, given affixes and base words.
11. Indicate the meaning of an adverb with an *ly* suffix.
12. Identify the syllables in a multisyllabic word.
13. Indicate the number of syllables in a multisyllabic word.
14. State a multisyllabic word.
15. Indicate the meaning of a multisyllabic word.
16. Pronounce an unfamiliar word, using structural clues.

B. Developing Sight Vocabulary

17. Read aloud a familiar word.
18. State the word for a familiar abbreviation.
*19. Read to identify words from a list of prescribed vocabulary words considered essential for gaining information for school, work, and living in society. (4104)

COMPREHENSION

II. Narration: Short Narrative (SN), Novel (No), Fable (Fa), Story Poem (SP)

A. Using Background Knowledge and Experience

1. Indicate background knowledge and experience which relate to a story.

B. Reading/Listening for a Purpose

2. Read or listen for a purpose.

C. Understanding Setting

3. Identify the temporal setting. (SN, No, SP)
4. Indicate clues to the temporal setting. (SN, No, SP)
5. Identify the location. (SN, No, SP)
6. Indicate clues to the location. (SN, No, SP)

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[1]Major category
[2]Instructional objective, abbreviated form
[3]Performance objective, abbreviated form
Complete statement of objectives can be found in the Instructional Guides.
*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

D. Understanding Characters

7. Name the characters in a story.
8. Identify a character's traits or behaviors.
9. Identify the character's actions which illustrate a trait. (SN, No, Fa)
10. Identify a character's speech which illustrates a trait or behavior. (SN, No, Fa)
11. Identify a character's feelings expressed through speech. (SN, No, SP)
12. Give reasons for a character's feelings. (SN, No, SP)
13. Identify a speaker's attitude. (SN, No)
14. Give reasons for the speaker's attitude. (SN, No)
15. Compare two or more characters' responses to a similar situation. (No)
16. Compare a character's actions with the way the student might have acted. (SN, No)
17. Compare the traits or behaviors of two characters from one or more stories. (SN, No)
18. Compare two characters from a fable. (Fa)
19. Tell what a character learns from experience. (No)

E. Understanding Plot

20. Tell what happens in a story. (SN, No)
21. Identify the main events. (SN, No)
22. Indicate the chronological order of actions or events. (SN, No, SP)
23. Identify the cause of an event. (SN, No, SP)

F. Understanding Conflict and Resolution

24. State a problem a character faces.
25. Indicate the action the character takes or plans to take to resolve the problem.
26. Indicate the consequences of a character's action. (SN, No, Fa)
27. Suggest another action the character might have taken. (SN, No)
28. Identify the resolution. (SN, No)

G. Understanding Character Motivation

29. Give a reason for a character's actions.
30. Identify a speaker's intent. (SN, No)
31. Identify a speaker's intent in attempting to deceive or convince. (Fa)

H. Predicting

32. Predict the next action or event in a story, given part of a story. (SN, No, SP)
33. Give reasons for the prediction. (SN, No, SP)
34. Read or listen to confirm the prediction. (SN, No, SP)

I. Retelling

35. Retell a story or story poem. (SN, SP)
36. Retell a favorite fable. (Fa)

J. Understanding Figurative Language

37. Identify the two things being compared in a simile. (SN, No, SP)
38. Identify characteristics common to the two things. (SN, No, SP)
39. Indicate the effect of the comparison on the meaning of the first part of the simile. (SN, No, SP)
40. Identify the two things being compared in a metaphor. (SN, No, SP)
41. Identify characteristics common to the two things being compared. (SN, No, SP)
42. Indicate the effect of the comparison on the meaning of the first part of the metaphor. (SN, No, SP)
43. Identify personification in a passage. (SN, No, SP)
44. Indicate the effect of the personification on the meaning. (SN, No, SP)

K. Understanding the Mechanics of Dialogue

45. Indicate what a speaker says in dialogue when the name of the speaker is not next to the speech. (SN, No)

L. Understanding Cohesion

46. Identify the referent of a pronoun. (SN, No)

M. Using Context Clues

47. Indicate a word that fits the context, given a passage with a substantive word omitted. (SN, No)
48. Compare the student's word with the word in the text. (SN, No)
49. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (SN, No)
50. Identify context clues to the meaning of a word. (SN, No, SP)

N. Understanding Word Meaning

51. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
52. Indicate another word or phrase close in meaning to a word or phrase. (SN, No, SP)

O. Paraphrasing

53. Restate in the student's own words a sentence having abstract, complex, or unusual language. (SN, No)
54. Restate in the student's own words lines from a story poem. (SP)

P. Understanding Gist

55. Tell what a story or story poem is about. (SN, SP)
56. Identify the humor in a humorous story poem. (SP)
57. Identify the moral, point, or lesson of a fable. (Fa)
58. Give examples from personal experience that illustrate the moral, point, or lesson of a fable. (Fa)
59. Tell about an experience similar to a given story. (SN, No)

Q. Understanding Fantasy and Reality

60. Identify the make-believe qualities of characters, actions, events, or settings. (SP)

R. Developing Confidence in Reading

61. Read in class and independently an increasing number of stories. (SN, No, Fa)

S. Developing Interest in Reading and Listening

62. Select a favorite story, and tell something about it. (SN, No, Fa)
63. Select a favorite poem, and give a reason for the choice. (SP)

T. Developing Critical Thinking and Higher Cognitive Skills

64. Discuss a story, using skills of analysis, synthesis, and evaluation.
65. Supply alternative solutions to a problem described in a story.
66. Evaluate a story, using established criteria.

U. Developing Personal Reading Interest and Skill

67. Select reading as an independent activity in class and at home.
68. Use the media center for independent reading and research.
69. Report regularly on independent reading.

V. **Interpreting Creatively**

70. Interpret or extend a story or story poem through art, music, drama, or storytelling.
71. Interpret or extend a story or story poem through writing.
72. Tell about an experience similar to a story.

III. **Exposition: Textbook, Tradebook**

A. **Using Background Knowledge and Experience**

1. Tell what was learned about a topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.
3. Predict information about a topic to be presented in a text, using background knowledge and experience.

B. **Reading/Listening for a Purpose**

4. Ask questions about a topic.
5. Suggest possible subtopics for a topic.
6. Read or listen to gain information about the questions.

C. **Organizing Information in Textbooks and Tradebooks**

7. Identify from a table of contents that (those) chapter(s) which might contain information related to a question.
8. Locate the index, and identify its purpose.
9. Locate in an index information related to a question.

D. **Organizing Information in Chapters**

10. Survey textual aids to predict general categories of information presented in a chpater.
11. Indicate the textual clues to the categories selected.
12. Read or listen to confirm the student's prediction.
13. Indicate the purpose of chapter or section headings.
14. Identify the topics in a chapter.
15. Locate information related to a subtopic of a chapter.
16. Locate information about a question related to the subtopic of the chapter.
17. Identify the information contained in an illustration, map, or graph in a chapter.

E. **Organizing Information in Passages and Paragraphs**

18. Identify the topic of a passage or paragraph.
19. Identify in a passage or paragraph details which develop the topic.

F. **Understanding Coherence**

20. Indicate the sequential order of actions or events.
21. Identify the cause or the effect of an event.
22. Identify the solution to a problem.
23. Identify the relationship among passages or statements that are logically related.

G. **Understanding Cohesion**

24. Identify the referent of a pronoun.
25. Identify the nouns or noun phrases with the same referent within a passage.

H. **Developing Concepts**

26. Suggest a use or function of an object.
27. Indicate the position or location of a person, animal, object, or place in relation to another person, animal, object, or place.
28. Identify the words in a passage that refer to time, shape, size, color, or texture.
29. Identify the distinguishing features of a person, animal, object, or place.
30. Indicate similarities and differences among persons, animals, objects, or places.
31. Categorize groups of persons, animals, objects, or places having common features.
32. Name members of categories of persons, animals, objects, or places.
33. Name a more general category for a specific category of persons, animals, objects, or places.
34. Compare information about persons, animals, objects, or places with information from the student's experience.

I. **Using Context Clues**

35. Identify the context in which the student has heard an important content word used.
36. Identify the context clues to the meaning of an uncommon word or phrase.
37. Indicate a word that fits the context, given a passage with a substantive word omitted.
38. Compare the student's word with the word in the text.

J. **Understanding Word Meaning**

39. Indicate the meaning of an important word in a passage, given its glossary definition.
40. Indicate another word or phrase close in meaning to a given word or phrase.
41. Create a sentence, using a newly acquired word.

K. **Understanding Gist**

42. Identify important information learned about a topic.

L. **Developing Critical Thinking and Higher Cognitive Skills**

43. Discuss a situation, phenomenon, or problem described in a textbook or tradebook, using skills of analysis, synthesis, and evaluation.
44. Supply alternative solutions to a problem described in a textbook or tradebook.

M. **Reporting**

45. Select a question for further study.
46. Select a textbook or tradebook with information related to a student's question.
47. Take notes from a selected textbook or tradebook related to the question.
48. Combine into sentence(s) ideas from the student's notes.
49. Prepare an illustration, diagram, or chart to accompany the student's sentence(s).

N. **Interpreting Creatively**

50. Interpret or extend the message, topic, or subtopic through another form or medium.

O. **Applying New Information**

51. Apply information gained from reading exposition to a new situation.

IV. **Exposition: Feature Articles (Magazines)**

A. **Using Background Knowledge and Experience**

1. Indicate background knowledge and experience which relate to the topic of a feature article.

B. Reading/Listening for a Purpose

2. Ask questions about the topic of a feature article.
3. Read or listen to gain information about the questions.

C. Understanding Coherence

4. Indicate the sequential order of actions or events.
5. Identify the causes of an event or outcome.
6. Identify the solution to a problem.
7. Identify the location of a place or group of people in relation to another place or group of people.

D. Retelling

8. Retell a feature article.

E. Using Context Clues

9. Identify the context clues to the meaning of an uncommon word or phrase.

F. Understanding Word Meaning

10. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
11. Suggest another word or phrase close in meaning to a given word or phrase.
12. Create a sentence, using a newly acquired word.

G. Understanding Gist

13. Identify important information learned about a topic.

H. Developing Critical Thinking and Higher Cognitive Skills

14. Discuss a situation, phenomenon, or problem described in a feature or sports article, using skills of analysis, synthesis, and evaluation.
15. Supply alternative solutions to a problem described in a feature or sports article.

I. Developing Confidence in Reading

16. Read in class and independently an increasing number of feature articles.

J. Developing Interest in Reading and Listening

17. Select a feature article the student found most interesting.
18. Give reasons for the selection.

V. Persuasion: Advertisements and Commercials

A. Using Background Knowledge and Experience

1. Identify advertisements or commercials the student has heard or read about a product.

B. Reading/Listening for a Purpose

2. Read advertisements or listen to commercials to find out whether or not a product is useful or appealing.

C. Evaluating Claims in Advertisements and Commercials

3. Identify the claim made about a product.
4. Identify factual information which supports the claim.
5. Compare the claims made for the product with the student's own experience with the product.

D. **Understanding Style**

6. Identify comparative and superlative adjectives and adverbs used to describe a product.
7. Identify similes and metaphors.

E. **Understanding Speaker's/Writer's Intent**

8. Identify the feelings or attitudes to which an advertisement or commercial is directed.
9. Tell how a given advertisement or commercial may appeal to the student.
10. Identify the speaker's or writer's intent in an advertisement or commercial.

F. **Understanding Intended Audience**

11. Identify the intended audience.
12. Select advertisements or commercials for a given audience.

G. **Understanding the Use of Media in Advertisements or Commercials**

13. Identify the effect of audio/visual support.
14. Compare advertisements or commercials for the same product in different media.

H. **Interpreting Creatively**

15. Create an advertisement based on the student's selection of product, audience, and medium.

VI. **Procedure: Recipes**

A. **Using Background Knowledge and Experience**

1. Describe experience with recipes.
2. Tell another student how to make a favorite food dish.
3. Predict what may happen if recipe directions are not followed.

B. **Reading/Listening for a Purpose**

4. Predict the intended food dish, given a recipe without a title.
5. Compare the student's prediction with the title.
6. Read or listen to a recipe to find out the ingredients and equipment needed to make a food dish.

C. **Understanding Coherence**

*7. Tell why it is important to follow the sequence of directions in a recipe. (1205)

D. **Retelling**

8. Tell another student how to a make food dish, given a recipe.

E. **Developing Concepts**

9. Identify the use or function of the required cooking utensils in a recipe.

F. **Understanding Word Meaning**

10. Indicate the meaning of a word or abbreviation which refers to quantity in a recipe.
11. Indicate the meaning of a word or phrase which refers to a direction in a recipe.
12. Identify an implied direct object in a recipe direction.

G. **Understanding Gist**

*13. Follow a recipe. (1205)
14. Rewrite as a recipe a passage describing the making of a food dish.

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

H. Interpreting Creatively

15. Write a recipe for the student's original food dish.

VII. Procedure: Construction and Assembly Directions

A. Using Background Knowledge and Experience

1. Describe an experience constructing or assembling an object.

LEVEL 5

STRUCTURAL ANALYSIS[1]

I. Structural Analysis

A. Understanding Word Structure[2]

1. Indicate the meaning of a noun with a singular or plural possessive ending.[3]
2. Indicate the meaning of a comparative or superlative adjective.
3. Indicate the meaning of an irregular comparative or superlative adjective.
4. Indicate the meaning of an adverb formed by adding a suffix.
5. State the base word and the affixes, given a word with one or more affixes.
6. Tell how a given affix affects the meaning of a given word.
7. Indicate the meaning of a word with one or more affixes.
8. Indicate the meaning of an irregular verb or a verb with an inflected ending.
9. Indicate the inflectional ending and tense or tense marker of an irregular verb or a verb with an inflected ending.
10. State the two pronunciations of a noun/verb shift.
11. Indicate the change in meaning of a noun/verb shift.
12. State a word that shifts vowel sound when affixed.
13. Indicate the meaning of a word that shifts vowel sound when affixed.
14. Identify the syllables in a multisyllabic word.
15. Indicate the number of syllables in a multisyllabic word.
16. State a multisyllabic word.
17. Indicate the meaning of a multisyllabic word.
18. Pronounce an unfamiliar word, using structural clues.

B. Understanding Abbreviations/Acronyms

19. State the word(s) for an abbreviation or an acronym.
20. Indicate the meaning of an abbreviation or an acronym.

C. Understanding Unique Words/Word Forms

21. Identify specialized vocabulary.
22. Indicate the meaning of specialized vocabulary.
23. Identify the derivation of a coined word.
24. Indicate the meaning of a coined word.

II. Narration: Short Narrative (SN), Novel (No), Legend (Le), Biography (Bi), Story Poem/Ballad (SP/Ba)

A. Using Background Knowledge and Experience

1. Indicate background knowledge and experience which relate to a story.

B. Reading/Listening for a Purpose

2. Read or listen for a purpose.

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[1]Major category
[2]Instructional objective, abbreviated form
[3]Performance objective, abbreviated form
Complete statement of objectives can be found in the Instructional Guides.

C. Understanding Setting

3. Identify the setting.
4. Identify the effect of the setting on the characters.
5. Identify the effect of the setting on events. (SN, No, Bi)
6. Identify the important historical events. (Bi)
7. Identify the role of the central character in the historical events. (Bi)

D. Understanding Characters

8. Identify a character's traits or behaviors. (SN, No, Bi, SP/Ba)
9. Identify heroic traits. (Le)
10. Identify the character's actions which illustrate a trait.
11. Identify exaggeration in the portrayal of a hero or heroine. (Le)
12. Identify a character's speech which illustrates a trait or behavior. (SN, No, Bi)
13. Tell what speech or action reveals about a character. (SN, No, Bi)
14. Describe the student's attitude toward the central character. (Bi)
15. Tell which of the character's actions support the student's attitude. (Bi)
16. Identify a character's feelings. (Bi)
17. Identify the character's feelings expressed through speech. (SN, No)
18. Give reasons for the character's feelings. (SN, No, Bi)
19. Indicate what feelings reveal about the character. (Bi)
20. Identify a speaker's attitude. (SN, No)
21. Give reasons for the speaker's attitude. (SN, No)
22. Tell what thoughts or feelings reveal about a character. (No)
23. Compare two or more character's responses to a similar situation. (No)
24. Compare a character's actions with the way the student might have acted. (SN, No)
25. Compare the traits or behaviors of two characters from one or more stories. (SN, No)
26. Tell what a character learns from experience. (No, Bi)
27. Identify real and fictional characters in a legend. (Le)
28. Identify characters who influence the central character in a biography. (Bi)
29. Tell how other characters influence the central character in a biography. (Bi)

E. Understanding Plot

30. Tell what happens in a story. (SN, No, Bi, Le)
31. Identify the main events. (SN, No)
32. Indicate the chronological order of actions or events. (SN, No, Bi, SP/Ba)
33. Identify real or fictitious actions or events in a legend. (Le)
34. Identify the cause of an event. (SN, No, Bi, SP/Ba)
35. Identify the main events in the life of the central character in a biography. (Bi)
36. Tell how an outcome affected other events in the character's life. (Bi)

F. Understanding Conflict and Resolution

37. State a problem a character faces. (SN, No, Le, SP/Ba)
38. Indicate the action the character takes or plans to take to resolve the problem.
39. Indicate the consequences of the character's action.
40. Suggest another action the character might have taken. (SN, No, Bi)
41. Identify the resolution. (SN, No, Bi)

G. Understanding Character Motivation

42. Give reasons for a character's action. (SN, No, SP/Ba)
43. Identify the speaker's intent. (SN, No)
44. Identify a decision or action that affects the life of the central character in a biography. (Bi)
45. Give reasons for the character's decision or action. (Bi)

H. Predicting

46. Predict the next action or event in a story, given part of a story. (SN, No, SP/Ba)
47. Predict what the character might do in another situation. (Bi)
48. Give reasons for the prediction. (SN, No, Bi, SP/Ba)
49. Read or listen to confirm the prediction. (SN, No, Bi, SP/Ba)

I. Retelling and Summarizing

50. Retell a story. (SN, SP/Ba)
51. Summarize a story, including events from the beginning, middle, and end. (SN)
52. Retell part of a biography. (Bi)
53. Retell a favorite legend. (Le)

J. Understanding Figurative Language

54. Identify the two things being compared in a simile. (SN, No, Le, SP/Ba)
55. Identify characteristics common to the two things being compared in a simile. (SN, No, Le, SP/Ba)
56. Indicate the effect of the comparison on the meaning of the first part of the simile. (SN, No, Le, SP/Ba)
57. Identify the two things being compared in a metaphor. (SN, No, Le, SP/Ba)
58. Identify characteristics common to the two things being compared in a metaphor. (SN, No, Le, SP/Ba)
59. Indicate the effect of the comparison on the meaning of the first part of the metaphor. (SN, No, Le, SP/Ba)
60. Identify personification in a passage. (SN, No, Le, SP/Ba)
61. Indicate the effect of the personification on the meaning. (SN, No, Le, SP/Ba)

K. Understanding the Mechanics of Dialogue

62. Indicate what a speaker says in dialogue when the name of the speaker is not next to the speech. (SN, No, Bi, Le)

L. Understanding Cohesion

63. Identify the referent of a pronoun. (SN, No)
64. Identify different nouns or noun phrases which refer to the same character or object. (Le)

M. Context Clues

65. Indicate a word that fits the context, given a passage with a substantive word omitted. (SN, No, Le, Bi)
66. Compare the student's word with the word in the text. (SN, No, Le, Bi)
67. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (SN, No, Le, Bi)
68. Identify context clues to the meaning of the word. (SN, No, Le, Bi, SP/Ba)

N. Understanding Word Meaning

69. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
70. Indicate another word or phrase close in meaning to a given word or phrase. (SN, No, Bi, Le, SP/Ba)
71. Tell how the meaning of a noun is changed by the addition of a descriptive word, phrase, or clause. (Le)

O. Paraphrasing

72. Restate in the student's own words a sentence having abstract, complex, or unusual language. (SN, No, Le, Bi)
73. Restate in the student's own words lines from a story poem. (SP/Ba)

P. **Understanding Gist**
   74. Tell what a story is about. (SN, No, Bi, SP/Ba)
   75. Identify the author's message. (Bi)
   76. Identify humor in a legend. (Le)
   77. Tell about an experience or tell another story similar to a given story. (SN, No)

Q. **Developing Confidence in Reading**
   78. Read in class and independently an increasing number of stories. (SN, No, Fa)

R. **Developing Interest in Reading and Listening**
   79. Select a favorite story, and give reasons for the choice. (SN, No)
   80. Retell a favorite legend. (Le)
   81. Select a favorite story poem or ballad, and tell something about it. (SP/Ba)
   82. Listen to ballads for enjoyment. (Ba)
   83. Read other selections related to a character, topic, or the character's occupation. (Bi)

S. **Developing Critical Thinking and Higher Cognitive Skills**
   84. Discuss a story, using skills of analysis, synthesis, and evaluation.
   85. Supply alternative solutions to a problem described in a story.
   86. Evaluate a story, using established criteria.

T. **Developing Personal Reading Interest and Skill**
   87. Select reading as an independent activity in class and at home.
   88. Use the media center for independent reading and research.
   89. Report regularly on independent reading.

U. **Interpreting Creatively**
   90. Interpret or extend a story through art, music, drama, or storytelling.
   91. Interpret or extend a story through writing.
   92. Tell about an experience or tell another story similar to a given story.

III. **Exposition: Textbook (Tx), Tradebook (Tr), Reference Article (RA)**

A. **Using Background Knowledge and Experience**
   1. Tell what was learned about a topic, given an experience related to the topic to be studied.
   2. Indicate background knowledge and experience which relate to the topic of study.
   3. Predict information about a topic to be presented in a text, using background knowledge and experience.

B. **Reading/Listening for a Purpose**
   4. Ask questions about a topic.
   5. Suggest possible subtopics for a topic.
   6. Read or listen to gain information about the questions or subtopics.

C. **Organizing Information in Textbooks and Tradebooks**
   7. Identify from a table of contents that (those) chapter(s) which might contain information related to a question. (Tx, Tr)
   8. Select a reference article likely to contain information related to the question. (RA)
   9. Locate in an index information related to the question. (Tx, Tr)

D. **Organizing Information in Chapters and Reference Articles**
   10. Survey textual aids to predict general categories of information presented in a chapter.
   11. Indicate the textual clues to the categories selected.

12. Read to confirm the student's prediction.
13. Indicate the purpose of section headings in a reference article. (RA)
14. Locate in a chapter or reference article information related to a subtopic.
15. Locate in a chapter or reference article information related to a question.
16. Identify the information contained in an illustration, map, or graph in a chapter.
17. Diagram or outline the topics and subtopics of a chapter or part of a chapter.

E. Organizing Information in Passages and Paragraphs

18. Identify the topic of a passage or paragraph.
19. Identify the topic sentence of a passage or paragraph with a topic sentence.
20. Identify statements or details which develop the topic or topic sentence.
21. Identify the general statement or conclusion of a passage that ends with a general statement or conclusion.

F. Understanding Coherence

22. Indicate the sequential order of actions or events.
23. Identify the cause or the effect of an event.
24. Identify the solution to a problem.
25. Identify the relationship among passages or statements that are logically related.

G. Understanding Cohesion

26. Identify the referent of a pronoun.
27. Identify the nouns or noun phrases with the same referent within a passage.
28. Complete a sentence beginning with *for example*, using information from the text, given a general statement about the content of the passage.

H. Developing Concepts

29. Suggest a use or function of an object.
30. Indicate the position or location of an object or place in relation to another object or place.
31. Identify the distinguishing features of a person, animal, object, or place.
32. Indicate similarities and differences among persons, animals, objects, or places.
33. Categorize groups of persons, animals, objects, or places having common features.
34. Name members of categories of persons, animals, objects, or places.
35. Name a more general category for a specific category of persons, animals, objects, or places.
36. Compare information about persons, animals, objects, or places with information from the student's experience.

I. Using Context Clues

37. Identify the context in which the student has heard an important content word used.
38. Identify the context clues to the meaning of an uncommon word or phrase.
39. Indicate a word that fits the context, given a passage with a substantive word omitted.
40. Compare the student's word with the word in the text.

J. Understanding Word Meaning

41. Indicate the meaning of an important content word in a passage, given a dictionary or glossary definition.
42. Indicate another word or phrase close in meaning to a given word or phrase.
43. Create a sentence, using a newly acquired word.

K. Understanding Gist

44. Identify important information learned about a topic.
45. Indicate the important ideas of a chapter, section, or paragraph.

L. **Developing Critical Thinking and Higher Cognitive Skills**
   46. Discuss a situation, phenomenon, or problem described in a textbook, tradebook, or reference article, using skills of analysis, synthesis, and evaluation.
   47. Supply alternative solutions to a problem described in a textbook, tradebook, or reference article.

M. **Reporting**
   48. Identify sources of information to answer a question about a topic.
   49. Locate in textbooks, tradebooks, or reference books information that relates to the question.
   50. Take notes from selected textbooks, tradebooks, or reference books.
   51. Identify the sources used for notetaking.
   52. Combine into sentences ideas from the student's notes.
   53. Prepare an illustration, diagram, or chart to accompany the student's sentences.

N. **Evaluating Sources**
   54. Identify the sources found most useful.

O. **Interpreting Creatively**
   55. Interpret or extend the message, topic, or subtopic through another form or medium.

P. **Applying New Information**
   56. Tell how specific events or ideas have influenced contemporary life.
   57. Apply information gained from reading exposition to a new situation.

IV. **Exposition: Feature Articles (Magazine)**

A. **Using Background Knowledge and Experience**
   1. Indicate background knowledge and experience which relate to the topic of a feature article.

B. **Reading/Listening for a Purpose**
   2. Ask questions about the topic of a feature article.
   3. Read or listen to gain information about the questions.

C. **Understanding Coherence**
   4. Indicate the sequential order of actions or events.
   5. Identify the causes of an event or outcome.
   6. Identify the solution to a problem.
   7. Identify the location of a place or group of people in relation to another place or group of people.

D. **Retelling**
   8. Retell a feature article.

E. **Using Context Clues**
   9. Identify the context clues to the meaning of an uncommon word or phrase.

F. **Understanding Word Meaning**
   10. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
   11. Suggest another word or phrase close in meaning to a given word or phrase.
   12. Create a sentence, using a newly acquired word.

G. **Understanding Gist**
13. Identify important information learned about a topic.

H. **Developing Critical Thinking and Higher Cognitive Skills**
14. Discuss a situation, phenomenon, or problem described in a feature or sports article, using skills of analysis, synthesis, and evaluation.
15. Supply alternative solutions to a problem described in a feature or sports article.

I. **Developing Confidence in Reading**
16. Read in class and independently an increasing number of feature articles.

J. **Developing Interest in Reading and Listening**
17. Select the feature article the student found most interesting.
18. Give reasons for the selection.

V. **Procedure: Signs and Warnings**

A. **Using Background Knowledge and Experience**
1. Identify familiar signs and warnings.
2. Give a reason for the use of signs and warnings.
*3. Tell what might happen if signs or warnings are ignored. (1301, 1302)

B. **Reading/Listening for a Purpose**
4. Read or listen to a sign or warning to recognize danger.
*5. Identify the danger referred to in a sign or warning. (1101, 1102)

C. **Understanding Word Meaning and Symbols**
*6. Indicate the meaning of a word or phrase in a sign or warning. (1101, 1102)
*7. Interpret the meaning of a symbol found on a sign or warning. (1101, 1102)

D. **Applying New Information**
*8. Indicate appropriate use, handling, and storage of containers with warnings on them. (1301, 1302)

VI. **Procedure: Science Investigations**

A. **Using Background Knowledge and Experience**
1. Indicate what was learned about a science topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.

B. **Reading/Listening for a Purpose**
3. Read or listen to find out how to complete a science investigation.
4. Read or listen to find out how the materials and equipment are used in a science investigation.

C. **Understanding Coherence**
5. Tell why it is important to follow the sequence of directions in a science investigation.

*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

D. **Predicting**
   6. Predict what will happen if the directions for conducting a science investigation are followed.
   7. Give reasons for the prediction.
   8. Compare the results of the science investigation with the prediction.

E. **Developing Concepts**
   9. Identify the distinguishing properties of an object or substance used in a science investigation.
   10. Indicate the use or function of the equipment in a science investigation.

F. **Understanding Word meaning**
   11. Indicate the meaning of a word or phrase in directions from a science investigation.

G. **Understanding Gist**
   12. Follow the directions for a science investigation.
   13. Describe the results of a science investigation.

VII. **Procedure: Test and Assignment Directions**

A. **Using Background Knowledge and Experience**
   1. Identify the purposes for tests or assignments.
   2. Tell why it is important to follow test or assignment directions.

B. **Reading/Listening for a Purpose**
   3. Read or listen to test or assignment directions to find out how to complete the test or assignment.
   4. Read or listen to test or assignment directions to find out the materials needed to complete the test or assignment.

C. **Understanding Coherence**
   5. Tell why it is important to follow the sequence of test or assignment directions.

D. **Retelling**
   6. Tell another student how to take a test or complete an assignment, given directions.

E. **Understanding Word Meaning**
   7. Indicate the meaning of a word or phrase in test or assignment directions.

F. **Understanding Gist**
   8. Follow the directions for a test or assignment.
   9. Tell whether or not the directions were followed in the student's completed test or assignment.

VIII. **Additional Essential Forms**

A. **Magazines**
   *1. Locate magazines for use in school, on a job, or at home. (2106)

B. **Card Catalog**
   *2. Read to locate references in a multiresource center for use in school, on a job, or at home, by utilizing the card catalog in the library. (2301)

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

C. **Atlases**

*3. Read to locate references in atlases for use in school, on a job, or at home, by utilizing headings, indices, and cross references. (2204)

D. **Encyclopedias**

*4. Read to locate references in a multivolume resource (encyclopedia for use in school, on a job, or at home, by utilizing headings, indices, and cross references. (2201)

E. **References**

*5. Read to locate references in a multiresource center for use in school, on a job, or at home, by utilizing reference books and materials. (2302)

*6. Read to locate references in a multiresource center for use in school, on a job, or at home, by utilizing section titles. (2302)

*Asterisks indicate state-mandated objectives. Numbers in parenthese indicate the number of the MSDE objective.

LEVEL 6

STRUCTURAL ANALYSIS[1]

I. Structural Analysis

A. Understanding Word Structure[2]

1. Indicate the meaning of a noun with a singular or plural possessive ending.[3]
2. Indicate the meaning of a comparative or superlative adjective.
3. Indicate the meaning of an irregular comparative or superlative adjective.
4. Indicate the meaning of an adverb formed by adding a suffix.
5. State the base word and the affixes, given a word with one or more affixes.
6. Tell how a given affix affects the meaning of a given word.
7. Indicate the meaning of a word with one or more affixes.
8. Indicate the meaning of an irregular verb or a verb with an inflected ending.
9. Indicate the inflectional ending and tense or tense marker of an irregular verb or a verb with an inflected ending.
10. State the two pronunciations of a noun/verb shift.
11. Indicate the change in meaning of a noun/verb shift.
12. State a word that shifts vowel sound when affixed.
13. Indicate the meaning of a word that shifts vowel sound when affixed.
14. Identify the syllables in a multisyllabic word.
15. Indicate the number of syllables in a multisyllabic word.
16. State a multisyllabic word.
17. Pronounce an unfamiliar word, using structural clues.

B. Understanding Abbreviations/Acronyms

18. State the word(s) for an abbreviation or an acronym.
19. Indicate the meaning of an abbreviation or an acronym.

C. Understanding Unique Words/Word Forms

20. Identify specialized vocabulary.
21. Indicate the meaning of specialized vocabulary.
22. Identify the derivation of a coined word.
23. Indicate the meaning of a coined word.

II. Narration: Short Narrative (SN), Novel (No), Folk Tale (FT), Legend (Le), Myth (My), Story Poem/Ballad (SP/Ba)

A. Using Background Knowledge and Experience

1. Indicate background knowledge and experience which relate to a story.

B. Reading/Listening for a Purpose

2. Read or listen for a purpose.

C. Understanding Setting

3. Identify the setting. (SN, No, FT, SP/Ba)
4. Identify the effect of the setting on the characters. (SN, No, SP/Ba)
5. Identify the effect of the setting on events. (SN, No)

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[1]Major category
[2]Instructional objective, abbreviated form
[3]Performance objective, abbreviated form

D. Understanding Characters

6. Identify a character's traits or behaviors. (SN, No, FT, SP/Ba)
7. Identify traits or behaviors of a god or goddess. (My)
8. Identify heroic traits. (My, Le)
9. Identify the character's actions which illustrate a trait.
10. Identify a character's speech which illustrates a trait or behavior. (SN, No, FT, My, Le)
11. Tell what speech or action reveals about a character. (No, My, Le)
12. Identify the character's feelings expressed through speech. (SN, No, FT)
13. Give reasons for the character's feelings. (SN, No, FT)
14. Identify a speaker's attitude. (SN, No)
15. Give reasons for the speaker's attitude. (SN, No)
16. Tell what thoughts or feelings reveal about a character. (No)
17. Tell what the reactions and opinions of other characters reveal about a character. (No)
18. Compare two or more characters' responses to a similar situation. (No)
19. Compare a character's actions with the way the student might have acted. (SN, No)
20. Compare single and multidimensional characters. (No)
21. Compare a single dimensional character from a folk tale with a multidimensional character from a novel. (FT)
22. Compare the traits or behaviors of two characters from one or more stories. (SN, No, FT)
23. Compare several gods or goddesses. (My)
24. Compare several legendary heroes or heroines. (Le)
25. Tell what a character learns from experience. (No)
26. Identify historical figures who have become legendary heroes or heroines. (Le)

E. Understanding Plot

27. Tell what happens in a story. (SN, No, FT, My, Le)
28. Identify the main events. (FT, No)
29. Identify a significant event leading to the resolution of a conflict. (SN, No)
30. Indicate the chronological order of actions or events. (SN, No, FT, SP/Ba)
31. Identify the cause of an event. (SN, No, FT, SP/Ba)

F. Understanding Conflict and Resolution

32. Identify the problem a character faces.
33. Indicate the action the character takes or plans to take to resolve the problem.
34. Indicate the consequences of the character's action.
35. Suggest another action the character might have taken. (SN, No)
36. Identify the resolution. (SN, No, FT)

G. Understanding Character Motivation

37. Give reasons for a character's action. (SN, No, FT, SP/Ba)
38. Identify the speaker's intent. (SN, No, FT)

H. Predicting

39. Predict the next action or event in a story, given part of a story. (SN, No, FT, SP/Ba)
40. Give reasons for the prediction. (SN, No, FT, SP/Ba)
41. Read or listen to confirm the prediction. (SN, No, FT, SP/Ba)

I. Retelling and Summarizing

42. Retell a story. (SN, FT, SP/Ba)
43. Summarize a story, including events from the beginning, middle, and end. (SN, FT, My, Le)
44. Summarize a novel, given a list of significant events. (No)

J. Understanding Figurative Language

45. Identify the two things being compared in a simile. (SN, No, Le, SP/Ba)
46. Identify characteristics common to the two things being compared in a simile. (SN, No, Le, SP/Ba)
47. Indicate the effect of the comparison on the meaning of the first part of the simile. (SN, No, Le, SP/Ba)
48. Identify the two things being compared in a metaphor. (SN, No, Le, SP/Ba)
49. Identify characteristics common to the two things being compared in a metaphor. (SN, No, Le, SP/Ba)
50. Indicate the effect of the comparison on the meaning of the first part of the metaphor. (SN, No, Le, SP/Ba)
51. Identify personification in a passage. (SN, No, Le, SP/Ba)
52. Indicate the effect of the personification on the meaning. (SN, No, Le, SP/Ba)

K. Understanding the Mechanics of Dialogue

53. Indicate what a speaker says in dialogue when the name of the speaker is not next to the speech. (SN, No)

L. Understanding Cohesion

54. Identify the referent of a pronoun. (SN, No)
55. Identify different nouns or noun phrases which refer to the same character or object. (My, Le)

M. Using Context Clues

56. Indicate a word that fits the context, given a passage with a substantive word omitted. (SN, No, FT, My, Le)
57. Compare the student's word with the word in the text. (SN, No, FT, My, Le)
58. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (SN, No, FT, My, Le)
59. Identify context clues to the meaning of the word. (SN, No, FT, My, Le, SP/Ba)

N. Understanding Word Meaning

60. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
61. Suggest another word or phrase close in meaning to a given word or phrase. (SN, No, FT, SP/Ba, My, Le)
62. Tell how the meaning of a noun is changed by the addition of a descriptive word, phrase, or clause. (Le, My)

O. Paraphrasing

63. Restate in the student's own words a sentence having abstract, complex, or unusual language. (SN, No, FT, My, Le)
64. Restate in the student's own words some lines from a story poem. (SP/Ba)

P. Understanding Gist

65. Tell what a story is about. (SN, No)
66. Identify the theme from a list of thematic statements. (No, FT)
67. Tell what the author intended the reader to learn. (FT)
68. Compare the explanation of a natural phenomenon in a myth with an explanation of the same phenomenon in a scientific reference. (My)
69. Compare similar myths of different cultures. (My)
70. Tell about an experience or tell another story similar to a given story. (SN, No, FT)

Q. Develop Confidence in Reading

71. Read in class and independently an increasing number of stories. (SN, No)

R. Developing Interest in Reading and Listening

72. Select a favorite story, and give reasons for the choice. (SN, No)
73. Select a favorite story, and retell it. (FT, My, Le)
74. Select a favorite poem or ballad, and tell something about it. (SP/Ba)
75. Listen to ballads for enjoyment. (Ba)

S. Developing Critical Thinking and Higher Cognitive Skills

76. Discuss a story, using skills of analysis, synthesis, and evaluation.
77. Supply alternative solutions to a problem described in a story.
78. Evaluate a story, using established criteria.

T. Developing Personal Reading Interest and Skill

79. Select reading as an independent activity in class and at home.
80. Use the media center for independent reading and research.
81. Report regularly on independent reading.

U. Interpret Creatively

82. Interpret or extend a story through art, music, drama, or storytelling.
83. Interpret or extend a story through writing.

III. Exposition: Textbook (Tx), Tradebook (Tr), Reference Article (RA)

A. Using Background Knowledge and Experience

1. Tell what was learned about a topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.
3. Predict information about a topic presented in a text, using background knowledge and experience.

B. Reading/Listening for a Purpose

4. Ask questions about a topic.
5. Suggest possible subtopics for the topic.
6. Read or listen to gain information about the questions or the subtopics.

C. Organizing Information in Textbooks, Tradebooks, and Reference Books

7. Identify from a table of contents that (those) chapter(s) which might contain information related to a question. (Tx, Tr)
8. Select a reference article likely to contain information related to the question. (RA)
9. Locate in an index information related to the question. (Tx, Tr)

D. Organizing Information in Chapters and Reference Articles

10. Survey textual aids to predict general categories of information presented in a chapter.
11. Indicate the textual clues to the categories selected.
12. Read to confirm the student's predictions.
13. Indicate the purpose of section headings in a chapter or reference article.
14. Locate in a chapter or reference article information related to a subtopic.
15. Locate in a chapter or reference article information related to a question.
16. Identify the information contained in an illustration, map, or graph in a chapter.
17. Diagram or outline the topics, subtopics, and supporting details of a chapter or part of a chapter.

E. Organizing Information in Passages and Paragraphs

18. Identify the topic of a passage or paragraph.
19. Identify the topic sentence of a passage or paragraph with a topic sentence.
20. Identify statements or details which develop the topic or topic sentence.
21. Identify the topic, subtopics, and information about the subtopics in a passage.

22. Identify the general statement and a supporting statement, detail, or example in a passage.
23. Identify the general statement or conclusion of a passage that ends with a general statement or conclusion.

F. Understanding Coherence

24. Indicate the sequential order of actions or events.
25. Identify the cause or the effect of an event.
26. Identify the solution to a problem.
27. Identify the relationship among passages or statements that are logically related.

G. Understanding Cohesion

28. Identify the referent of a pronoun.
29. Identify the nouns or noun phrases with the same referent within a passage.
30. Complete a sentence beginning with *for example,* using information from the text, given a general statement about the content of the passage.

H. Developing Concepts

31. Suggest a use or function of an object.
32. Identify the distinguishing features of a person, animal, object, or place.
33. Indicate similarities and differences among persons, animals, objects, or places.
34. Categorize groups of persons, animals, objects, or places having features in common.
35. Name members of categories of persons, animals, objects, or places.
36. Name a more general category for a specific category of persons, animals, objects, or places.
37. Compare information about persons, animals, objects, or places with information from the student's experience.

I. Using Context Clues

38. Identify the context in which the student has heard an important content word used.
39. Identify the context clues to the meaning of an uncommon word or phrase.
40. Indicate a word that fits the context, given a passage with a substantive word omitted.
41. Compare the student's word with the word in the text.

J. Understanding Word Meaning

42. Indicate the meaning of an important content word in a passage, given a dictionary or glossary definition.
43. Indicate another word or phrase close in meaning to a given word or phrase.
44. Create a sentence, using a newly acquired word.

K. Understanding Gist

45. Identify important information learned about a topic.
46. Make a general statement about a passage or paragraph.
47. Indicate the important ideas of a chapter, section, or paragraph.

L. Developing Critical Thinking and Higher Cognitive Skills

48. Discuss a situation, phenomenon, or problem described in a textbook, tradebook, or reference article, using skills of analysis.
49. Supply alternative solutions to a problem described in a textbook, tradebook, or reference article.

M. Reporting

50. Identify sources of information about a topic to answer a student's or teacher's question.
51. Locate in textbooks, tradebooks, or reference books information that relates to the question.
52. Take notes from two or more sources, given textbooks, tradebooks, or reference books.
53. Write an outline from the notes.
54. Write a paragraph(s) or prepare an oral presentation from the outline.
55. Identify the sources used for the paragraph(s) or oral presentation.
56. Prepare an illustration, diagram, or chart to accompany the paragraphs or oral presentation.
57. Evaluate the paragraphs or the oral presentation, using given criteria.

N. Evaluating Sources

58. Identify the sources found most interesting.
59. Identify the source found most informative.

O. Interpreting Creatively

60. Interpret or extend the message, topic, or subtopic through another form or medium.

P. Applying New Information

61. Tell how specific events or ideas have influenced contemporary life.
62. Apply information gained from reading exposition to a new situation.

IV. Exposition: News Article (NA), Sports Article (SA), Feature Article (FA)

A. Using Background Knowledge and Experience

1. Identify the major sections of a newspaper or magazine.
2. Tell which section to look in for specific information.
3. Indicate background knowledge and experience which relate to a sports or feature article. (SA, FA)

B. Reading/Listening for a Purpose

*4. Locate the sections in which information on a set of topics is found. (2105, 4303)
*5. Read or listen to gain information about a topic. (2105, 4303)

C. Understanding Headlines

6. Predict the content of a news, sports, or feature article, using its headline.
7. Discuss an attitude revealed by the headline.
8. Rewrite the headline as a complete sentence.

D. Organizing Information in Passages

9. Identify the lead sentence in a news article. (NA)
10. Identify information found in the lead sentence. (NA)
11. Write a lead for a news article. (NA)
12. Compare the student's lead with the lead that has been deleted. (NA)
13. Tell how information is organized in a news article (e.g., inverted pyramid structure). (NA)

*Asterisks indicate state-mandated objectives. Numbers in parenthese are those of the MSDE objectives.

E. Understanding Coherence

14. Indicate the sequential order of actions or events.
15. Suggest possible causes of an event or outcome.
16. Identify the solution to a problem.
17. Indicate the location of a place or group of people in relation to another place or group of people.

F. Retelling

18. Retell a news, sports, or feature article.

G. Understanding Style

19. Identify the writer's attitude toward a topic or person.
20. Identify descriptive or persuasive language which reveals the writer's attitude toward the topic or person.
21. Identify nouns or noun phrases with the same referent in a sports article. (SA)
22. Identify verbs or verb phrases describing the same action in a sports article. (SA)
23. Identify similes and metaphors in a sports article. (SA)
24. Compare a news and a feature article on the same topic or event. (NA, FA)
25. Compare the language found in a sports article with the language found in a news article. (SA, NA)
26. Indicate whether a news or a feature article about the same topic is more objective. (NA, FA)

H. Using Context Clues

27. Identify the context clues to the meaning of an uncommon word or phrase.
28. Indicate the meaning of an uncommon word or phrase with context clues to its meaning.

I. Understanding Word Meaning

29. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
30. Indicate another word or phrase which is close in meaning to a given word or phrase.
31. Create a sentence, using a newly acquired word.

J. Understanding Gist

32. Identify important information learned about the topic of a feature, news, or sports article.

K. Developing Critical Thinking and Higher Cognitive Skills

33. Discuss a situation, phenomenon, or problem described in a news, feature, or sports article, using skills of analysis, synthesis, and evaluation.
34. Supply alternative solutions to a problem described in a news, sports, or feature article.

L. Understanding Intended Audience

35. Select articles appropriate for a given audience.

M. Developing Interest in Reading and Listening

36. Select news, sports, or feature articles found most interesting.
37. Give reasons for the selections.

N. Interpreting Creatively

38. Write headlines for events from a given story.
39. Write headlines for school or community events.
40. Rewrite as a news article an event from a story.

41. Write a sports article about a school sports event. (SA)
42. Write a news article about a school or community event. (NA)

V. Persuasion: Advertisements and Commercials

A. Using Background Knowledge and Experience

1. Identify advertisements or commercials the student has heard or read about a product.
2. Tell about the student's experience with the product.
3. Tell why advertisements and commercials are important to the media.

B. Reading/Listening for a Purpose

4. Read advertisements or listen to commercials to find out whether or not a product is useful or appealing.

C. Evaluating Claims in Advertisements or Commercials

5. Identify the claim made about a product.
6. Identify the factual information which supports the claim.
7. Compare the claims made for the product with the student's own experience with the product.

D. Understanding Style

8. Identify comparative and superlative adjectives and adverbs used to describe a product.
9. Identify similes and metaphors.
10. Identify words and phrases intended to persuade.

E. Understanding Speaker's/Writer's Intent

11. Identify the feelings, attitudes, or values to which an advertisement or commercial is directed.
12. Tell how a given advertisement or commercial appeals to the student.
13. Identify the intent of the speaker or writer.

F. Understanding Intended Audience

14. Identify the intended audience.
15. Select advertisements appropriate for a given audience.

G. Understanding the Use of Media in Advertisements and Commercials

16. Identify the effect of audio/visual support.
17. Compare advertisements or commercials for the same product in different media.

H. Interpreting Creatively

18. Create an advertisement or commercial based on the student's selection of product, audience, and medium.

VI. Procedure: Game Directions

A. Using Background Knowledge and Experience

1. Tell another student how to play a familiar game.
2. Tell why games have directions.

B. Reading/Listening for a Purpose

3. Read or listen to the directions for a game to find out how to play it.
4. Read or listen to the directions to find out the equipment needed to play the game.
5. State the criteria for winning the game, given the rules.

C. **Understanding Coherence**
   6. Tell why it is important to follow the sequence in game directions.

D. **Retelling**
   7. Tell another student how to play an unfamiliar game, given directions.

E. **Developing Concepts**
   8. Identify the use or function of game equipment or pieces.

F. **Understanding Word Meaning**
   9. Identify the meaning of a word or phrase which refers to an operation to be performed in a game.

G. **Understanding Gist**
   10. Follow the directions for a game.

H. **Interpret Creatively**
   11. Write directions for a student-developed game.

VII. **Procedure: Recipes**

A. **Using Background Knowledge and Experience**
   1. Describe experiences with recipes.
   2. Tell another student how to make a favorite food dish.
   3. Predict what might happen if recipe directions are not followed.

B. **Reading/Listening for a Purpose**
   4. Read or listen to a recipe to find out the ingredients and equipment needed to complete the recipe.

C. **Understanding Coherence**
   *5. Tell why it is important to follow the sequence in a recipe. (1205)

D. **Retelling**
   6. Tell another student how to make a new food dish, given a recipe.

E. **Developing Concepts**
   7. Identify the use or function of the required cooking utensils in a recipe.

F. **Understanding Word Meaning**
   8. Indicate the meaning of a word or abbreviation which refers to quantity in a recipe.
   9. Indicate the meaning of a word or phrase which refers to a direction in a recipe.
   10. Identify an implied direct object in a recipe direction.

G. **Understanding Gist**
   11. Predict the intended food dish, given a recipe without a title.
   12. Compare the student's prediction with the title.
   *13. Follow a recipe. (1205)

H. **Interpreting Creatively**
   14. Rewrite as a recipe a passage describing the making of a food dish.
   15. Write a recipe for the student's original food dish.

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*Asterisks indicate state-mandated objectives. Numbers in parenthese are those of the MSDE objectives.

VIII. Procedure: Directions for Filling out Application Forms (5107) and School Forms (5101)

A. Using Background Knowledge and Experience

1. Identify different kinds of forms the student has filled out.
2. Identify possible uses of different kinds of forms.

B. Reading/Listening for a Purpose

*3. Read or listen to find out the kinds of information requested on a given form. (5101, 5107)

C. Understanding Word Meaning

*4. Indicate the meaning of a word or phrase on a given form. (5101, 5107)
5. Identify acceptable abbreviations for requested information.

D. Understanding Gist

*6. Complete a form similar to a completed model form, using the student's personal information. (5101, 5107)
*7. Fill out a form with the requested information. (5101, 5107)

IX. Additional Essential Forms

A. Pamphlets

*1. Follow sequential directions for taking care of children. (1209)

B. Dictionary

*2. Locate references in a dictionary for use in school, on a job, or at home. (2104)

C. Almanac

*3. Locate information in an almanac for use in school, on a job, or at home. (2107)

D. Catalogs

*4. Locate information in a catalog for use in school, on a job, or at home. (2109)

E. Financial Agreements

*5. Read to translate financial agreements such as sales slips. (5201)

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*Asterisks indicate state-mandated objectives. Numbers in parenthese are those of the MSDE objectives.

LEVEL 7

STRUCTURAL ANALYSIS[1]

I. Structural Analysis

A. Understanding Word Structure[2]

1. Indicate the meaning of a noun with a singular or plural possessive ending.[3]
2. Indicate the meaning of a comparative or superlative adjective.
3. Indicate the meaning of an irregular comparative or superlative adjective.
4. Indicate the meaning of an adverb formed by adding a suffix.
5. State the base word and the affixes, given a word with one or more affixes.
6. Tell how a given affix affects the meaning of a given word.
7. Indicate the meaning of a word with one or more affixes.
8. Indicate the meaning of an irregular verb or a verb with an inflected ending.
9. Indicate the inflectional ending and tense or tense marker of an irregular verb or a verb with an inflected ending.
10. State the two pronunciations of a noun/verb shift.
11. Indicate the change in meaning of a noun/verb shift.
12. State a word that shifts vowel sound when affixed.
13. Indicate the meaning of a word that shifts vowel sound when affixed.
14. Identify the syllables in a multisyllabic word.
15. Indicate the number of syllables in a multisyllabic word.
16. State a multisyllabic word.
17. Pronounce an unfamiliar word, using structural clues.

B. Understanding Abbreviations/Acronyms

18. State the word(s) for an abbreviation or an acronym.
19. Indicate the meaning of an abbreviation or an acronym.

C. Understanding Unique Words/Word Forms

20. Identify specialized vocabulary.
21. Indicate the meaning of specialized vocabulary.
22. Identify the derivation of a coined word.
23. Indicate the meaning of a coined word.

II. Narration: Short Story (SS), Novel (No), Biography (Bi), Autobiography (Au), Folk Tale (FT), Fable (Fa), Legend (Le), Story Poem/Ballad (SP/Ba)

A. Using Background Knowledge and Experience

1. Indicate background knowledge and experience which relate to a narrative.

B. Reading/Listening for a Purpose

2. Read or listen for a purpose.

C. Understanding Setting

3. Identify the setting. (SS, No, Bi, Au, SP/Ba)
4. Identify the effects of the setting on the characters. (SS, No, Bi, Au, SP/Ba)
5. Identify the effects of the setting on events. (SS, No, SP/Ba, Bi, Au)
6. Identify the important historical events. (Bi, Au)
7. Identify the role of the central character in the historical events. (Bi, Au)

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[1]Major category
[2]Instructional objective, abbreviated form
[3]Performance objective, abbreviated form
Complete statement of objectives can be found in the Instructional Guides.

8. Compare information in an autobiography with information from a given reference source about the same social or historical situation. (Au)
9. Suggest the kinds of tales likely to be told in a given situation. (FT)

D. Understanding Characters

10. Identify a character's traits or behaviors. (SS, No, Fa, Bi, Au, SP/Ba)
11. Identify heroic traits. (Le)
12. Identify the character's actions which illustrate a trait. (SS, No, Fa, Bi, Au, SP/Ba)
13. Identify the character's speech which illustrates a trait or behavior. (SS, No, Fa)
14. Tell what speech or action reveals about the character. (SS, No, Bi, Au)
15. Identify the writer's attitude toward the central character. (Bi)
16. Identify passages that reveal the attitude. (Bi)
17. Tell about the student's attitude toward the central character. (Bi, Au)
18. Identify actions of the character that support the student's attitude. (Bi, Au)
19. Identify a character's feelings. (Bi, Au)
20. Identify the character's feelings expressed through speech. (SS, No)
21. Give reasons for the character's feelings. (SS, No, Bi, Au)
22. Tell what thoughts or feelings reveal about the character. (SS, No, Bi, Au)
23. Identify a speaker's attitude. (SS, No)
24. Give reasons for the speaker's attitude. (SS, No)
25. Tell what the reactions and opinions of other characters reveal about a character. (SS, No)
26. Tell what description reveals about a character. (SS, No)
27. Compare two or more characters' responses to a similar situation. (SS, No)
28. Compare a character's actions with the way the student might have acted. (SS, No)
29. Give a reason for using animals as characters. (Fa)
30. Compare two characters from a fable. (Fa)
31. Compare a single dimensional character from a fable with a multidimensional character from a novel. (Fa)
32. Compare single and multidimensional characters from one or more narratives. (SS, No, Fa)
33. Compare the traits or behaviors of two characters from one or more narratives.
34. Compile a list of contemporary cultural heroes or heroines. (Le)
35. Compare traditional and contemporary heroes or heroines. (Le)
36. Compare the treatment of an historical character in a biography with the treatment of the same character in a reference work. (Bi)
37. Tell what characters learn from experience. (SS, No, Bi, Au)
38. Identify characters who influence the central character. (Bi)
39. Identify the influence of other characters on the central character. (Bi)
40. Identify actions that illustrate character change. (No)

E. Understanding Plot

41. Tell what happens in a narrative. (SS, No, Fa, Bi, Au)
42. Identify the significant events leading to the resolution of a conflict. (SS, No)
43. Indicate the chronological order of actions or events. (SS, No, Bi, Au, SP/Ba)
44. Identify the cause of an event. (SS, No, Bi, Au, SP/Ba)
45. Identify the main events in a central character's life. (Bi, Au)
46. Identify ways in which an outcome affected other events in the character's life. (Bi, Au)

F. Understanding Conflict and Resolution

47. Identify the conflict a character faces. (SS, No, Fa, SP/Ba)
48. Indicate the action the character takes or plans to take to resolve a conflict. (SS, No, Fa, Bi, Au, SP/Ba)
49. Indicate the consequences of the character's action. (SS, No, Fa, Bi, Au, SP/Ba)

50. Suggest another action the character might have taken. (SS, No, Bi, Au)
51. Compare the conflicts which the central characters face in several short stories. (SS)
52. Identify the resolution. (SS, No, Bi, Au)
53. Identify an insight or event that determines the resolution. (SS, No)

G. Understanding Character Motivation

54. Give reason(s) for a character's action. (SS, No, Fa, SP/Ba)
55. Identify a speaker's intent. (SS, No)
56. Identify the speaker's intent in attempting to deceive or convince. (Fa)
57. Identify a decision or action that affected the life of a central character. (Bi, Au)
58. Give reasons for the decision or action. (Bi, Au)

H. Predicting

59. Predict the next action or event in a narrative, given part of a narrative. (SS, No)
60. Predict what the character might do in another situation. (Bi, Au)
61. Give reasons for the prediction. (SS, No, Bi, Au)
62. Read or listen to confirm the prediction. (SS, No, Bi, Au)

I. Retelling and Summarizing

63. Retell a narrative. (SS, Fa, Le, SP/Ba)
64. Summarize a narrative, including the significant events. (SS, No, Bi, Au)
65. Retell a folktale about a particular topic or theme. (FT)

J. Understanding Figurative Language

66. Identify the two things being compared in a simile. (SS, No, SP/Ba)
67. Identify characteristics common to the two things. (SS, No, SP/Ba)
68. Indicate the effect of the comparison on the meaning of the first part of a simile.
69. Identify the two things being compared in a metaphor. (SS, No, SP/Ba)
70. Identify characteristics common to the two things. (SS, No, SP/Ba)
71. Indicate the effect of the comparison on the meaning of the first part of a metaphor. (SS, No, SP/Ba)
72. Identify personification in a passage. (SS, No, SP/Ba)
73. Indicate the effect of the personification on the meaning. (SS, No, SP/Ba)

K. Understanding Cohesion

74. Identify the referent of a pronoun. (SS, No)
75. Identify different nouns or noun phrases which refer to the same character or object. (Bi)

L. Context Clues

76. Indicate a word that fits the context, given a passage with a substantive word omitted. (SS, No, Bi, Au)
77. Compare the student's word with the word in the text. (SS, No, Bi, Au)
78. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (SS, No, Bi, Au)
79. Identify context clues to the meaning of the word. (SS, No, Bi, Au)

M. Understanding Word Meaning

80. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
81. Indicate another word or phrase close in meaning to a given word or phrase. (SS, No, Bi, Au, SP/Ba)

N. Paraphrasing

82. Restate in the student's own words a sentence having abstract, complex, or unusual language. (SS, No, Bi, Au)
83. Restate in the student's own words lines from a story poem or ballad. (SP/Ba)
84. Restate in the student's own words the moral of a fable. (Fa)
85. Restate in the student's own words a colloquial or dialectal word, phrase, or clause. (Bi, Au)

O. Understanding Gist

86. Tell what a narrative is about. (SS, No, Bi, Au, FT, Fa, SP/Ba)
87. Identify the theme from a list of thematic statements. (No)
88. Identify actions and events that illustrate the theme. (No)
89. Compare narratives with similar themes. (SS, No)
90. Give the author's reasons for writing an autobiography. (Au)
91. Identify the author's message. (Au)
92. Tell what the author intended the reader to learn. (SS, No)
93. Tell another story on a given topic or theme. (FT)
94. Compare contemporary folk tales on a given topic or theme. (FT)
95. Identify aspects of the story that contribute to the given dominant effect. (SS)
96. Identify the moral, point, or lesson of a fable. (Fa)
97. Identify the author's intent in writing a fable. (Fa)
98. Discuss the relationship between the moral and the events in a fable. (Fa)
99. Give examples from experience that illustrate the moral, point, or lesson of a fable. (Fa)
100. Discuss why folk tales are retold. (FT)
101. Tell about an experience or retell another story similar to a given narrative. (SS, No, FT, Le, Fa)

P. Developing Confidence in Reading

102. Read in class and independently an increasing number of narratives. (SS, No)

Q. Developing Interest in Reading and Listening

103. Select a favorite narrative, and give reasons for the choice. (SS, No)
104. Select a favorite story poem or ballad, and tell something about it. (SP/Ba)
105. Listen to ballads for enjoyment. (Ba)
106. Read or listen to other selections related to the character, topic, or the character's occupation. (Bi)

R. Developing Critical Thinking and Higher Cognitive Skills

107. Discuss a narrative, using skills of analysis, synthesis, and evaluation.
108. Supply alternative solutions to a problem described in a narrative.
109. Evaluate a narrative, using established criteria.

S. Developing Personal Reading Interest and Skill

110. Select reading as an independent activity in class and at home.
111. Use the media center for independent reading and research.
112. Report regularly on independent reading.

T. Interpreting Creatively

113. Interpret or extend a narrative through art, music, drama, or storytelling.
114. Interpret or extend a narrative through writing.
115. Tell about an experience or tell another story similar to a given narrative.

III. Exposition: Textbook (Tx), Tradebook (Tr), Reference Article (RA)

A. Using Background Knowledge and Experience

1. Tell what was learned about a topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.
3. Predict information about a topic presented in a text, using background knowledge and experience.

B. Reading/Listening for a Purpose

4. Ask questions about a topic.
5. Suggest possible subtopics for the topic.
6. Read or listen to gain information about the questions or the subtopics.

C. Organizing Information in Textbooks, Tradebooks, and Reference Books

7. Identify from a table of contents that (those) chapter(s) which might contain information related to a question. (Tx, Tr)
8. Select a reference article likely to contain information related to the question. (RA)
9. Locate in an index information related to the question. (Tx, Tr)
10. Identify the organizational features (e.g., table of contents, index, chapters) of a textbook, tradebook, or reference book.

D. Organize Information in Chapters and Reference Articles

11. Survey textual aids to predict general categories of information presented in a chapter.
12. Indicate the textual clues to the categories selected.
13. Read to confirm the student's prediction.
14. Indicate the purpose of section headings in a chapter or reference article.
15. Locate in a chapter or reference article information related to a subtopic.
16. Locate in a chapter or reference article information related to a question.
17. Identify the information contained in an illustration, map, or graph in a chapter.
18. Diagram or outline the topics, subtopics, and supporting details of a chapter or part of a chapter.

E. Organizing Information in Passages and Paragraphs

19. Identify the topic of a passage or paragraph.
20. Identify the topic sentence of a passage or paragraph with a topic sentence.
21. Identify the implied topic sentence, given a passage or paragraph with a deleted topic sentence.
22. Identify statements or details which develop the topic or topic sentence.
23. Identify the topic, subtopics, and information about the subtopics from a passage.
24. Identify the general statement and a supporting statement, detail, explanation, or example in a passage.
25. Identify the general statement or conclusion of a passage that ends with a general statement or conclusion.

F. Understanding Coherence

26. Indicate the sequential order of actions or events.
27. Identify the cause or the effect of an event.
28. Identify the solution to a problem.
29. Identify the relationship among passages or statements that are logically related.

G. Understanding Cohesion

30. Identify the referent of a pronoun.
31. Identify the nouns or noun phrases with the same referent within a passage.
32. Complete a sentence beginning with *for example,* using information from the text, given a general statement about the content of the passage.

H. Developing Concepts

33. Suggest a use or function of an object.
34. Identify the distinguishing features of a person, animal, object, or place.
35. Indicate similarities and differences among persons, animals, objects, or places.
36. Categorize groups of persons, animals, objects, or places having common features.
37. Name members of categories of persons, animals, objects, or places.
38. Name a more general category for a specific category of persons, animals, objects, or places.
39. Compare information about persons, animals, objects, or places with information from the student's experience.

I. Using Context Clues

40. Identify the context in which the student has heard an important content word used.
41. Identify the context clues to the meaning of an uncommon word or phrase.
42. Indicate a word that fits the context, given a passage with a substantive word omitted.
43. Compare the student's word with the word in the text.

J. Understanding Word Meaning

44. Indicate the meaning of an important content word in a passage, given a dictionary or glossary definition.
45. Indicate another word or phrase close in meaning to a given word or phrase.
46. Create a sentence, using a newly acquired word.

K. Understanding Gist

47. Identify important information learned about a topic.
48. Make a general statement about a passage or paragraph.
49. Indicate the important ideas of a chapter, section, or paragraph.

L. Developing Critical Thinking and Higher Cognitive Skills

50. Discuss a situation, phenomenon, or problem described in a textbook, tradebook, or reference article, using skills of analysis, synthesis, and evaluation.
51. Supply alternative solutions to a problem described in a textbook, tradebook, or reference article.

M. Reporting

52. Identify sources of information to answer a question about a topic.
53. Locate in textbooks, tradebooks, or reference books information that relates to the question.
54. Take notes from two or more sources, given textbooks, tradebooks, or reference books.
55. Write an outline from the notes.
56. Prepare an oral or written report from the outline.
57. Identify the sources used in the report.
58. Prepare an illustration, diagram, or chart to accompany the report.
59. Evaluate a report, using given criteria.

N. Evaluating Sources

60. Identify the sources found most interesting.
61. Identify the source found most informative.

O. Interpreting Creatively

62. Interpret or extend the message, topic, or subtopic through another form or medium.

P. Applying New Information

63. Tell how specific events or ideas have influenced contemporary life.
64. Apply information gained from reading exposition to a new situation.

IV. Exposition: News Article (NA), Sports Article (SA), Feature Article (FA)

A. Using Background Knowledge and Experience

1. Identify the major sections of a newspaper or magazine.
2. Tell which section to look in for specific information.
3. Indicate background knowledge and experience which relate to a sports or feature article. (SA, FA)

B. Reading for a Purpose

4. Locate the sections in which information on a set of topics is found.
5. Read or listen to gain information about a topic.

C. Understanding Headlines

6. Predict the content of a news, sports, or feature article, using its headline.
7. Discuss an attitude revealed by the headline.
8. Rewrite the headline as a complete sentence.

D. Organizing Information in Passages

9. Identify the lead sentence in a news article. (NA)
10. Identify the information found in the lead sentence. (NA)
11. Write a lead for a news article. (NA)
12. Compare the student's lead with a lead that has been deleted. (NA)
13. Tell how information is organized in a news article (e.g., inverted pyramid structure). (NA)

E. Understanding Coherence

14. Indicate the sequential order of actions or events.
15. Suggest the possible causes of an event or outcome.
16. Identify the solution to a problem.
17. Indicate the location of a place or group of people in relation to another place or group of people.

F. Retelling

18. Retell a news, sports, or feature article.

G. Understanding Style

19. Identify the writer's attitude toward a topic or person.
20. Identify descriptive or persuasive language which reveals the writer's attitude toward the topic or person.
21. Identify nouns or noun phrases with the same referent in a sports article. (SA)
22. Identify verbs or verb phrases describing the same action in a sports article. (SA)
23. Identify similes and metaphors in a sports article. (SA)
24. Compare a news and a feature article on the same topic or event. (NA, FA)
25. Compare the language found in a sports article with the language found in a news article. (SA, NA)
26. Indicate whether a news article or a feature article about the same topic is more objective. (NA, FA)

H. Using Context Clues

27. Identify the context clues to the meaning of an uncommon word or phrase.
28. Indicate the meaning of an uncommon word or phrase with context clues to its meaning.

I. **Understanding Word Meaning**

29. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
30. Indicate another word or phrase which is close in meaning to a given word or phrase.
31. Create a sentence, using a newly acquired word.

J. **Understanding Gist**

32. Identify important information learned about the topic of a news, sports, or feature article.

K. **Developing Critical Thinking and Higher Cognitive Skills**

33. Discuss a situation, phenomenon, or problem described in a news, feature, or sports article, using skills of analysis, synthesis, and evaluation.
34. Supply alternative solutions to a problem described in a news, sports, or feature article.

L. **Understanding Intended Audience**

35. Select articles appropriate for a given audience.

M. **Developing Interest in Listening and Reading**

36. Select the news, sports, or feature article found most interesting.
37. Give reasons for the selection.

N. **Interpreting Creatively**

38. Write headlines for events from a given narrative.
39. Write headlines for school or community events.
40. Rewrite as a news article an event from a narrative. (NA)
41. Write a sports article about a school sports event. (SA)
42. Write a news article about a school or community event. (NA)

V. **Persuasion: Advertisements and Commercials**

A. **Using Background Knowledge and Experience**

1. Identify advertisements or commercials the student has heard or read about a product.
2. Tell about the student's experience with the product.
3. Tell why advertisements and commercials are important to the media.

B. **Reading/Listening for a Purpose**

4. Read advertisements or listen to commercials to find out whether or not a product is useful or interesting.

C. **Evaluating Claims in Advertisements and Commercials**

*5. Identify the claim made about a product. (4401)
*6. Identify factual information which supports the claim. (4401)
7. Identify a claim made about a product which is not supported by factual information.
8. Identify the information from the student's experience which supports the claim.
9. Identify information from the student's experience which does not support the claim.

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*Asterisks indicate state-mandated objectives. Numbers in parenthese are those of the MSDE objectives.

D. Understanding Style

10. Identify the effect on the student of the use of comparative and superlative adjectives and adverbs.
11. Identify the effect on the student of the use of first or second person pronouns.
12. Identify the effect on the student of the use of similes, metaphors, and hyperboles.
13. Identify connotations of words or phrases.
14. Identify the effect on the student of the connotations of words or phrases.

E. Understanding Speaker's/Writer's Intent

15. Identify the feelings, attitudes, or values to which an advertisement or commercial is directed.
16. Tell how an advertisement or commercial appeals to the student.
17. Identify the intent of the speaker or writer.

F. Understanding Intended Audience

18. Identify the intended audience for an advertisement or commercial.
19. Select advertisements or commercials for a given audience.

G. Understanding the Use of Media in Advertisements and Commercials

20. Identify the effect of audio/visual support on an advertisement or commercial.
21. Compare advertisements or commercials for the same product in different media.

H. Interpreting Creatively

22. Create an advertisement or commercial based on the student's selection of product, audience, and medium.

IV. Procedure: Science Investigations

A. Using Background Knowledge and Experience

1. Indicate what was learned about a science topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.

B. Reading/Listening for a Purpose

3. Read or listen to find out how to complete a science investigation.
4. Read or listen to find out how the materials and equipment are used in a science investigation.

C. Understanding Coherence

5. Tell why it is important to follow the sequence of directions in a science investigation.

D. Predicting

6. Predict what will happen if the directions for conducting a science investigation are followed.
7. Give reasons for the prediction.
8. Compare the results of the science investigation with the prediction.

E. Developing Concepts

9. Identify the distinguishing properties of an object or substance used in a science investigation.
10. Indicate the use or function of the equipment in a science investigation.

F. Understanding Word Meaning

11. Indicate the meaning of a word or phrase in directions from a science investigation.

G. **Understanding Gist**
12. Follow the directions for a science investigation.
13. Describe the results of a science investigation.

VII. **Procedure: Test and Assignment Directions**

A. **Using Background Knowledge and Experience**
1. Identify the purposes for tests or assignments.
2. Tell why it is important to follow test or assignment directions.

B. **Reading/Listening for a Purpose**
3. Read or listen to test or assignment directions to find out how to complete the test or assignment.
4. Read or listen to test or assignment directions to find out the materials needed to complete the test or assignment.

C. **Understanding Coherence**
5. Tell why it is important to follow the sequence of test or assignment directions.

D. **Retelling**
6. Tell another student how to take a test or complete an assignment, given directions.

E. **Understanding Word Meaning**
7. Indicate the meaning of a word or phrase in test or assignment directions.

F. **Understanding Gist**
8. Follow the directions for a test or assignment.
9. Tell whether or not the directions were followed in the student's completed test or assignment.

VIII. **Procedure: Operating Directions**

A. **Using Background Knowledge and Experience**
1. Describe experiences with operating equipment used in school.

B. **Reading/Listening for a Purpose**
2. Read or listen to directions to find out how to operate a piece of equipment.

C. **Understanding Coherence**
*3. Identify the steps which must be followed in sequence, given a demonstration or directions for operating a mechanical device. (1207)

D. **Retelling**
4. Tell another student how to operate a piece of equipment, given directions.

E. **Developing Concepts**
5. Identify the use or function of a mechanical part.

F. **Understanding Word Meaning and Diagrams**
6. Indicate the meaning of a word or phrase in operating directions.
7. Identify the information contained in a diagram.

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*Asterisks indicate state-mandated objectives. Numbers in parenthese are those of the MSDE objectives.

G. **Understanding Gist**
8. Follow operating directions.

IX. **Procedure: First Aid Directions**

A. **Using Background Knowledge and Experience**
1. Indicate situations in which first aid would be administered.
2. Describe experiences with first aid treatment.
3. Tell why first aid treatment is important.

B. **Reading/Listening for a Purpose**
4. Read or listen to first aid directions to find out how to treat an injury.
5. Read or listen to first aid directions to find out the materials needed to treat an injury.

C. **Understanding Coherence**
*6. Tell why it is important to follow first aid steps in sequence. (1210)

D. **Retelling**
7. Tell another student how to treat an injury, given directions.

E. **Understanding Word Meaning and Diagrams**
8. Indicate the meaning of a word or phrase in first aid directions.
9. Identify the information contained in a diagram.

F. **Understanding Gist**
10. Follow first aid directions.
11. Identify the step which should be followed first when several first aid steps are required.

X. **Additional Essential Forms**

A. **Job Manuals**
*1. Locate information in a job manual for use in school, on a job, or at home. (2103)

B. **Index Volumes**
*2. Locate references in index volumes for use in school, on a job, or at home. (2203)

C. **Bills**
*3. Read bills to gain necessary information for use in the home. (4402)

D. **Sales Agreements**
*4. Read sales agreements to gain necessary information for use in the home. (4403)

E. **Consumer Information**
*5. Read consumer publications to gain necessary information for use in the home. (4404)

F. **Government Pamphlets**
*6. Read government pamphlets to gain necessary information for use in the home. (4405)

G. **Want Ads**
*7. Read want ads to gain necessary information for a vocation. (4204)

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

H. Work Schedules

*8. Read work schedules to gain necessary information for a vocation. (4205)

I. Mail Order Forms

*9. Read mail order purchase forms to translate financial agreements. (5202)

J. Subscriptions

*10. Read to translate financial agreements on subscriptions. (5207)

K. Hotel Reservations

*11. Read to translate financial agreements on hotel reservations. (5209)

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

LEVEL 8

STRUCTURAL ANALYSIS[1]

I. Structural Analysis

A. Understanding Word Structure[2]

1. Indicate the meaning of a noun with a singular or plural possessive ending.[3]
2. Indicate the meaning of a comparative or superlative adjective.
3. Indicate the meaning of an irregular comparative or superlative adjective.
4. Indicate the meaning of an adverb formed by adding a suffix.
5. State the base word and the affixes, given a word with one or more affixes.
6. Tell how a given affix affects the meaning of a given word.
7. Indicate the meaning of a word with one or more affixes.
8. Indicate the meaning of an irregular verb or a verb with an inflected ending.
9. Indicate the inflectional ending and tense or tense marker of an irregular verb or a verb with an inflected ending.
10. State the two pronunciations of a noun/verb shift.
11. Indicate the change in meaning of a noun/verb shift.
12. State a word that shifts vowel sound when affixed.
13. Indicate the meaning of a word that shifts vowel sound when affixed.
14. Identify the syllables in a multisyllabic word.
15. State a given multisyllabic word.
16. Indicate the meaning of a multisyllabic word.
17. Pronounce an unfamiliar word, using structural clues.

B. Understanding Abbreviations/Acronyms

18. State the word(s) for an abbreviation or acronym.
19. Indicate the meaning of an abbreviation or acronym.

C. Understanding Unique Words/Word Forms

20. Identify specialized vocabulary.
21. Indicate the meaning of specialized vocabulary.
22. Identify the derivation of a coined word.
23. Indicate the meaning of a coined word.

II. Narration: Short Story (SS), Novel (No), Biography (Bi), Autobiography (Au), Myth (My), Legend (Le), Story Poem/Ballad (SP/Ba)

A. Using Background Knowledge and Experience

1. Identify background knowledge and experience which relate to a narrative.

B. Reading/Listening for a Purpose

2. Read or listen for a purpose.

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[1]Major category
[2]Instructional objective, abbreviated form
[3]Performance objective, abbreviated form
Complete statement of objectives can be found in the Instructional Guides.

C. Understanding Setting

3. Identify the setting. (SS, No, SP/Ba)
4. Identify the effects of the setting on the characters. (SS, No, Ba)
5. Identify the effects of the setting on the events. (SS, No, Ba)
6. Identify the important historical events. (Bi, Au)
7. Identify the role of the central character in the historical events. (Bi, Au)
8. Compare information in an autobiography with information from a given reference source about the same social or historical situation. (Au)

D. Understanding Characters

9. Identify a character's traits or behaviors. (SS, No, Bi, Au, SP/Ba)
10. Identify traits or behaviors of a god or goddess. (My)
11. Identify heroic traits. (Le)
12. Identify the character's actions which illustrate a trait.
13. Identify the character's speech which illustrates a trait or behavior. (SS, No, My, Le)
14. Tell what speech or action reveals about the character. (SS, No, My, Le, Bi, Au)
15. Identify the writer's attitude toward the central character. Bi, Au)
16. Identify passages that reveal the attitude. (Bi, Au)
17. Tell about the student's attitude toward the central character. (Bi, Au)
18. Identify actions of the character that support the student's attitude. (Bi, Au)
19. Identify a character's feelings. (Bi, Au)
20. Identify the character's feelings expressed through speech. (SS, No)
21. Give reasons for the character's feelings. (SS, No, Bi, Au)
22. Tell what thoughts or feelings reveal about the character. (SS, No, Bi, Au)
23. Identify a speaker's attitude. (SS, No)
24. Give reasons for the speaker's attitude. (SS, No)
25. Tell what the reactions and opinions of other characters reveal about a character. (SS, No)
26. Tell what description reveals about a character. (SS, No)
27. Compare two or more characters' responses to a similar situation. (SS, No)
28. Compare a character's actions with the way the student might have acted. (SS, No)
29. Compare single and multidimensional characters from one or more narratives. (SS, No)
30. Compare the traits or behaviors of two characters from one or more narratives. (SS, No)
31. Compare several gods and/or goddesses. (My)
32. Compare several legendary heroes or heroines. (Le)
33. Compare traits of a god or goddess with the traits of a hero or heroine. (Le)
34. Compare the treatment of an historical character in a biography with the treatment of the same character in a reference work. (Bi)
35. Identify historical figures who have become legendary heroes or heroines. (Le)
36. Tell what characters learn from experience. (SS, No, Bi, Au)
37. Identify characters who influence the central character. (Bi)
38. Identify the influence of other characters on the central character. (Bi)
39. Identify actions that illustrate character change. (No)

E. Understanding Plot

40. Tell what happens in a narrative. (SS, No, Bi, Au, My, Le)
41. Identify the significant events leading to the resolution of a conflict. (SS, No)
42. Indicate the chronological order of actions or events. (SS, No, Bi, Au, SP/Ba)
43. Identify the cause of an event. (SS, No, Bi, Au, SP/Ba)
44. Identify the main events in a central character's life. (Bi, Au)
45. Identify ways in which an outcome affected other events in the character's life. (Bi, Au)

F. Understanding Conflict and Resolution

46. Identify the conflict a character faces. (SS, No, My, Le, SP/Ba)
47. Indicate the action the character takes or plans to take to resolve the conflict.
48. Indicate the consequences of the character's action.
49. Suggest another action the character might have taken. (SS, No, Bi, Au)
50. Compare the conflicts which the central characters face in several short stories. (SS)
51. Identify the resolution. (SS, No, Bi, Au)
52. Identify an insight or event that determines the resolution. (SS, No)

G. Understanding Character Motivation

53. Give reason(s) for a character's action. (SS, No, SP/Ba)
54. Identify a speaker's intent. (SS, No)
55. Identify a decision or action that affected the life of a central character. (Bi, Au)
56. Give reasons for the decision or action. (Bi, Au)

H. Predicting

57. Predict the next action or event in a narrative, given part of a narrative. (SS, No)
58. Predict what the character might do in another situation. (Bi, Au)
59. Give reasons for the prediction. (SS, No, Bi, Au)
60. Read or listen to confirm the prediction. (SS, No, Bi, Au)

I. Retelling and Summarizing

61. Retell a narrative. (SS, SP/Ba)
62. Summarize a narrative, including the central conflict, the significant events, and the resolution. (SS, No, Bi, Au)
63. Retell a myth or legend. (My, Le)

J. Understanding Figurative Language

64. Identify the two things being compared in a simile. (SS, No, SP/Ba, My, Le)
65. Identify characteristics common to two things. (SS, No, SP/Ba, My, Le)
66. Indicate the effect of the comparison on the meaning of the first part of the simile. (SS, No, SP/Ba, My, Le)
67. Identify the two things being compared in a metaphor. (SS, No, SP/Ba, My, Le)
68. Identify characteristics common to the two things. (SS, No, SP/Ba, My, Le)
69. Indicate the effect of the comparison on the meaning of the first part of the metaphor. (SS, No, SP/Ba, My, Le)
70. Identify personification in a passage. (SS, No, SP/Ba, My, Le)
71. Indicate the effect of the personification on the meaning. (SS, No, SP/Ba, My, Le)
72. Identify the exaggeration in hyperbole. (SS, No, Le)

K. Understanding Cohesion

73. Identify the referent of a pronoun. (SS, No)
74. Indicate different nouns or noun phrases which refer to the same character or object in a narrative. (My, Le, Bi)

L. Using Context Clues

75. Indicate a word that fits the context, given a passage with a substantive word omitted. (SS, No, Bi, Au, My, Le)
76. Compare the student's word with the word in the text. (SS, No, Bi, Au, My, Le)
77. Indicate a word that fits the context, given an uncommon word or phrase with context clues to its meaning. (SS, No, Bi, Au, My, Le)
78. Identify context clues to the meaning of the word.

M. Understanding Word Meaning

79. Indicate the meaning of an important and unfamiliar word in a passage, given a dictionary definition.
80. Indicate another word or phrase close in meaning to a given word or phrase.
81. Tell how the meaning of a noun is changed by the addition of a descriptive word, phrase, or clause. (My, Le)

N. Paraphrasing

82. Restate in the student's own words a sentence having abstract, complex, or unusual language. (SS, No, My, Le, Bi, Au)
83. Restate in the student's own words lines from a story poem or ballad. (SP/Ba)
84. Restate in the student's own words a colloquial or dialectal word, phrase, or clause. (Bi, Au)

O. Understanding Gist

85. Tell what a narrative is about.
86. Identify the theme from a list of thematic statements. (SS, No)
87. Identify actions and events that illustrate the theme. (SS, No)
88. Compare narratives with similar themes. (SS, No)
89. Give the author's reasons for writing an autobiography. (Au)
90. Identify the author's message. (Bi, Au)
91. Tell what the author intended the reader to learn. (SS, No)
92. Identify the dominant effect. (SS)
93. Identify aspects of the story that contribute to the dominant effect. (SS)
94. Compare the explanation of a natural phenomenon in a myth with an explanation of the same phenomenon in a scientific reference. (My)
95. Tell about an experience or tell another story similar to a given narrative. (SS, No)
96. Compare similar myths of different cultures. (My)

P. Developing Confidence in Reading

97. Read in class and independently an increasing number of narratives. (SS, No)

Q. Developing Interest in Reading and Listening

98. Select a favorite narrative, and give reasons for the choice. (SS, No)
99. Retell a favorite myth or legend. (My, Le)
100. Select a favorite story poem or ballad, and tell something about it. (SP/Ba)
101. Listen to ballads for enjoyment. (Ba)
102. Read or listen to other selections related to the character, topic, or the character's occupation. (Bi)
103. Identify the student's attitude toward a narrative. (SS, No)
104. Give reasons for the student's attitude. (SS, No)

R. Developing Critical Thinking and Higher Cognitive Skills

105. Discuss a narrative, using skills of analysis, synthesis, and evaluation.
106. Supply alternative solutions to a problem described in a narrative.
107. Evaluate a narrative, using established criteria.

S. Developing Personal Reading Interest and Skill

108. Select reading as an independent activity in class and at home.
109. Use the media center for independent reading and research.
110. Report regularly on independent reading.

T. Interpreting Creatively

111. Interpret or extend a narrative through art, music, drama, or storytelling.
112. Intepret or extend a narrative through writing.
113. Tell about an experience or tell another story related to a given narrative.

III. Exposition: Textbook (Tx), Tradebook (Tr), Reference Article (RA)

A. Using Background Knowledge and Experience

1. Tell what was learned about a topic, given an experience related to the topic to be studied.
2. Indicate background knowledge and experience which relate to the topic of study.
3. Predict information about a topic to be presented in a text, using background knowledge and experience.

B. Reading/Listening for a Purpose

4. Ask questions about a topic.
5. Suggest possible subtopics for the topic.
6. Read or listen to gain information about the questions or the subtopics.

C. Organizing Information in Textbooks, Tradebooks, and Reference Books

7. Identify from a table of contents that (those) chapter(s) which might contain information related to a question. (Tx, Tr)
8. Select a reference article likely to contain information related to a question. (RA)
9. Locate in an index information related to a question. (Tx, Tr)
10. Identify the organizational features (e.g., table of contents, index, chapters) of a textbook, tradebook, or reference book.

D. Organizing Information in Chapters and Reference Articles

11. Survey textual aids to predict general categories of information presented in a chapter.
12. Indicate the textual clues to the categories selected.
13. Read to confirm the student's predictions.
14. Indicate the purpose of the section headings in a chapter or reference article.
15. Locate in a chapter or reference article information related to a subtopic.
16. Locate in a chapter or reference article information related to a question.
17. Identify the information contained in an illustration, map, or graph in a chapter.
18. Diagram or outline the topics, subtopics, and supporting details of a chapter or part of a chapter.

E. Organizing Information in Passages and Paragraphs

19. Identify the topic of a passage or paragraph.
20. Identify the topic sentence of a passage or paragraph with a topic sentence.
21. Identify the implied topic sentence, given a passage or paragraph with a deleted topic sentence.
22. Identify statements or details which develop the topic or topic sentence.
23. Identify the topics, subtopics, and information about the subtopics in a passage.
24. Identify the general statement and a supporting statement, detail, explanation, or example in a passage.
25. Identify the general statement or conclusion of a passage that ends with a general statement or conclusion.

F. Understanding Coherence

26. Indicate the sequential order of actions or events.
27. Identify the cause or the effect of an event.
28. Identify the solution to a problem.
29. Identify the relationship among passages or statements that are logically related.

G. Understanding Cohesion

30. Identify the referent of a pronoun.
31. Identify the nouns or noun phrases with the same referent within a passage.
32. Complete a sentence beginning with *for example,* using information from the text, given a general statement about the content of the passage.

H. Developing Concepts

33. Suggest a use or function of an object.
34. Identify the distinguishing features of a person, animal, object, or place.
35. Indicate similarities and differences among persons, animals, objects, or places.
36. Categorize groups of persons, animals, objects, or places having common features.
37. Name members of categories of persons, animals, objects, or places.
38. Name a more general category for a specific category of persons, animals, objects, or places.
39. Compare information about persons, places, objects, or events with information from the student's experience.

I. Using Context Clues

40. Identify the context in which the student has heard an important content word used.
41. Identify the context clues to the meaning of an uncommon word or phrase.
42. Indicate a word that fits the context, given a passage with a substantive word omitted.
43. Compare the student's word with the word in the text.

J. Understanding Word Meaning

44. Indicate the meaning of an important content word in a passage, given a dictionary or glossary definition.
45. Indicate another word or phrase close in meaning to a given word or phrase.
46. Create a sentence, using a newly acquired word.

K. Understanding Gist

47. Identify important information learned about a topic.
48. Make a general statement about a passage or paragraph.
49. Incorporate into a summary the student's general statements from several passages or paragraphs.
50. Indicate the important ideas of a chapter, section, or paragraph.

L. Developing Critical Thinking and Higher Cognitive Skills

51. Discuss a situation, phenomenon, or problem described in a textbook, tradebook, or reference article, using skills of analysis, synthesis, and evaluation.
52. Supply alternative solutions to a problem described in a textbook, tradebook, or reference article.

M. Reporting

53. Identify sources of information to answer a question about a topic.
54. Locate in textbooks, tradebooks, or reference books information that relates to the question.
55. Take notes from two or more sources, given textbooks, tradebooks, or reference books.
56. Write an outline from the notes.
57. Prepare an oral or written report from the outline.
58. Identify the sources used in the report.
59. Prepare an illustration, diagram, or chart to accompany the report.
60. Evaluate a report, using given criteria.

N. Evaluating Sources of Information

61. Identify the sources found most interesting.
62. Identify the sources found most informative.

O. Interpreting Creatively

63. Interpret or extend the message, topic, or subtopic through another form or medium.

P. **Applying New Information**
64. Tell how specific events or ideas have influenced contemporary life.
65. Apply information gained from reading exposition to a new situation.

IV. **Exposition: News Article (NA), Sports Article (SA), Feature Article (FA)**

A. **Using Background Knowledge and Experience**
1. Identify the major sections of a newspaper or magazine.
2. Tell which section to look in for specific information.
3. Indicate background knowledge and experience which relate to a sports or feature article. (SA, FA)

B. **Reading for a Purpose**
4. Locate the section in which information on a set of topics is found.
5. Read or listen to gain information about a topic.

C. **Understanding Headlines**
6. Predict the content of a news, sports, or feature article, using its headline.
7. Discuss an attitude revealed by the headline.
8. Rewrite the headline as a complete sentence.

D. **Organizing Information in Passages**
9. Identify the lead sentence in a news article. (NA)
10. Identify the information found in the lead sentence. (NA)
11. Write a lead for a news article. (NA)
12. Compare the student's lead with a lead that has been deleted. (NA)
13. Tell how information is organized in a news article (e.g., inverted pyramid structure). (NA)

E. **Understanding Coherence**
14. Indicate the sequential order of actions or events.
15. Suggest the possible causes of an event or outcome.
16. Identify the solution to a problem.
17. Indicate the location of a place or group of people in relation to another place or group of people.

F. **Retelling**
18. Retell a news, sports, or feature article.
19. Summarize a feature article. (FA)

G. **Understanding Style**
20. Identify the writer's attitude toward a topic or person.
21. Identify descriptive or persuasive language which reveals the writer's attitude toward the topic or person.
22. Identify nouns or noun phrases with the same referent in a sports article. (SA)
23. Identify verbs or verb phrases describing the same action in a sports article. (SA)
24. Identify the similes and metaphors in a sports article. (SA)
25. Compare a news and a feature article on the same topic or event. (NA, FA)
26. Compare the language found in a sports article with the language found in a news article. (SA, NA)
27. Indicate whether a news or feature article about the same topic is more objective. (NA, FA)

H. **Using Context Clues**
28. Identify the context clues to the meaning of an uncommon word or phrase.
29. Indicate the meaning of an uncommon word or phrase with context clues to its meaning.

I. Understanding Word Meaning

30. Indicate the meaning of an important and unfamiliar word within a passage, given a dictionary definition.
31. Indicate another word or phrase which is close in meaning to a given word or phrase.
32. Create a sentence, using a newly acquired word.

J. Understanding Gist

33. Identify important information learned about the topic of a news, sports, or feature article.

K. Developing Critical Thinking and Higher Cognitive Skills

34. Discuss a situation, phenomenon, or problem described in a news, feature, or sports article, using skills of analysis, synthesis, and evaluation.
35. Supply alternative solutions to a problem described in a news, sports, or feature article.

L. Understanding Writer's Intent

36. Identify the writer's intent in a news and feature article. (NA, FA) M.

M. Understanding Intended Audience

37. Select articles appropriate for a given audience.

N. Developing Interest in Reading

38. Select the news, sports, or feature articles found most interesting.
39. Give reasons for the selection.

O. Interpreting Creatively

40. Write headlines for events from a given narrative.
41. Write headlines for school or community events.
42. Rewrite as a news article an event from a narrative. (NA)
43. Write a sports article about a school sports event. (SA)
44. Write a news or feature article about a school or community event. (NA, FA)

V. Persuasion: Editorial (Ed), Review/Critique

A. Using Background Knowledge and Experience

1. Indicate the location of editorials, reviews, or critiques in newspapers and magazines.
2. Indicate background knowledge and experience which relate to the topic of an editorial. (Ed)
3. Give the student's opinion about the topic of an editorial. (Ed)

B. Reading/Listening for a Purpose

4. Read or listen to an editorial, review, or critique to find out the speaker's or writer's opinion.
5. Read or listen to editorials, reviews, or critiques to gain information.

C. Understanding Headlines

6. Predict the content of an editorial, review, or critique, given its headline.
7. Discuss the attitude revealed by the headline.
8. Rewrite the headline as a complete sentence.

D. **Organizing Information in Passages**
   9. Identify the speaker's or writer's opinion.
   10. Identify facts or details which support the opinion.
   11. Identify an opposing opinion in the editorial, review, or critique or from the student's knowledge and experience.
   12. Identify facts or details which support the opposing opinion.

E. **Understanding Style**
   13. Identify connotations of words or phrases.
   14. Identify the effect on the student of the connotations of words or phrases.
   15. Identify the speaker's or writer's attitude toward a topic or person.
   16. Identify descriptive or persuasive language which reveals the speaker's or writer's attitude.

F. **Using Context Clues**
   17. Identify context clues to the meaning of an uncommon word or phrase.
   18. Indicate the meaning of an uncommon word or phrase with context clues to its meaning.

G. **Understanding Word Meaning**
   19. Indicate the meaning of an important and unfamiliar word in a passage, given its dictionary definition.
   20. Suggest another word or phrase close in meaning to a given word or phrase.
   21. Create a sentence, using a newly acquired word.

H. **Understanding Gist**
   22. Identify important information learned about the topic of an editorial, review, or critique.
   23. Identify the important ideas about the topic.

I. **Understanding Speaker's/Writer's Intent**
   24. Compare two editorials, reviews, or critiques on the same topic.
   25. Compare an editorial and a news article on the same topic.
   26. Identify the speaker's or writer's intent in an editorial, review, or critique.

J. **Understanding Intended Audience**
   27. Identify the intended audience for an editorial, review, or critique.
   28. Select editorials or reviews/critiques appropriate for a given audience.

K. **Developing Interest in Reading and Listening**
   29. Select a favorite editorial, review, or critique.
   30. Give reasons for the selection.

L. **Interpreting Creatively**
   31. Write an editorial about a topic selected by the student.
   32. Write a review or critique about a book, movie, play, or television show selected by the student.

VI. **Procedure: Directions for Getting to a Location**

A. **Using Background Knowledge and Experience**
   1. Identify sources of information useful in getting to a location.
   2. Indicate the usefulness of directions for getting to a location.

B. **Reading/Listening for a Purpose**
   3. Read or listen to find out how to get a location.

C. **Understanding Coherence**

4. Tell why it is important to follow in sequence the directions for getting to a location.

D. **Retelling**

5. Tell another student how to get to a location, given directions.

E. **Understanding Word Meaning and Diagrams**

*6. Tell why the legend of a road map is important. (1401, 1403)
7. Identify the full form of an abbreviation in directions for getting to a location.

F. **Applying New Information**

*8. Identify the intended route, given a road map and directions for getting from one location to another. (1401, 1403, 1404)
9. Write concise directions for getting from one location to another, using a road map.

VII. **Procedure: Construction and Assembly Directions**

A. **Using Background Knowledge and Experience**

1. Describe an experience constructing or assembling an object.

B. **Reading/Listening for a Purpose**

2. Read or listen to construction or assembly directions to find out how to construct or assemble an object.
3. Read or listen to construction or assembly directions to find out the equipment and materials needed to construct or assemble an object.

C. **Understanding Coherence**

*4. Tell why it is important to follow necessary sequences in construction or assembly directions. (1206)
5. Tell why it is important to place correctly the parts of objects in constructing or assembling them.

D. **Retelling**

6. Tell another student how to construct or assemble an object, given directions.

E. **Understanding Word Meaning and Diagrams**

7. Identify the meaning of a word or phrase which refers to a part in construction or assembly directions.
8. Tell why it is important to use the diagram in constructing or assembling an object.
9. Indicate the use of a diagram and the information contained in it.

F. **Understanding Cohesion**

10. Identify the referent of a pronoun.

G. **Understanding Gist**

11. Follow directions for constructing or assembling an object.

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

VIII. Procedure: Directions for Filling Out Tax (5102), Medical (5105), Insurance (5103), Armed Service (5108), Social Security (5104), and Vocational Application Forms (5106)

A. Using Background Knowledge and Experience

1. Identify different kinds of forms the student has filled out.
2. Tell what different forms might be used for.

B. Reading/Listening for a Purpose

*3. Read or listen to find out the kinds of information requested on a given form. (5102, 5103, 5104, 5105, 5106, 5108)

C. Understanding Word Meaning

*4. Identify the meaning of a word or phrase on a given form. (5102, 5103, 5104, 5105, 5106, 5108)

5. Identify acceptable abbreviations for requested information.

D. Understanding Gist

*6. Complete a form similar to a completed model form, using the student's personal information. (5102, 5103, 5104, 5105, 5106, 5108)

*7. Fill out a form with the requested information. (5102, 5103, 5104, 5105, 5106, 5108)

IX. Additional Essential Forms

A. Voting Instructions

*1. Read to follow directions written in sequential order for the correct use of a voting machine. (1208)

B. Readers' Guide

*2. Read to locate references for use in school, on a job, or at home, utilizing headings, indices, and cross references within the Readers' Guide. (2202)

C. Training Manuals

*3. Read training manuals to gain necessary vocational information. (4201)

D. Safety and Job Forms

*4. Read to gain necessary vocational information from safety and job requirements (time cards, punch-in notices, quota charts, production records). (4202)

E. Memoranda

*5. Read memoranda to gain necessary vocational information. (4203)

F. Company Policy Statements

*6. Read company policy statements to gain necessary vocational information. (4206)

G. Union Contracts

*7. Read union contracts to gain necessary vocational information. (4207)

H. Political Materials

*8. Read political materials to gain necessary information for societal purposes. (4304)

I. Legal Documents

*9. Read legal documents to gain necessary information for societal purposes. (4302)

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*Asterisks indicate state-mandated objectives. Numbers in parentheses are those of the MSDE objectives.

J. Contracts

*10. Read contracts to gain necessary information for the home. (4406)

K. Lease Agreements

*11. Read lease agreements to gain necessary information for the home. (4407)

L. Sales Policies

*12. Read sales policies to gain necessary information for the home. (4403)

M. Armed Services Forms

*13. Read armed services forms to report personal information. (5108)

N. Credit Card Policies

*14. Read credit card policies to translate financial agreements. (5203)

O. Bank Statements

*15. Read bank statements to translate financial agreements. (5204)

P. Notes and Loans

*16. Read notes and loans to translate financial agreements. (5205)

Q. Sales and Rent Agreements

*17. Read sales and rental contracts to translate financial agreements. (5206)

R. Long-Term Financial Agreements

*18. Read long-term financial contracts to translate financial agreements. (5208)

S. Work Schedules

*19. Read a work schedule or map to find a location for a job. (1402)

*Asterisks indicate state-mandated objectives. Numbers in parenthese indicate the number of the MSDE objective.